

**A PSYCHOLINGUISTIC ANALYSIS OF AN AUTISTIC PERSON'S
LANGUAGE IN *TEMPLE GRANDIN* MOVIE**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment
of a *Sarjana Sastra Degree* in English Language and Literature**



Fitria Nur Kiswandari

09211144022

**ENGLISH LANGUAGE AND LITERATURE STUDY PROGRAM
ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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APPROVAL SHEET

A PSYCHOLINGUISTIC ANALYSIS OF AN AUTISTIC PERSON'S LANGUAGE IN *TEMPLE GRANDIN* MOVIE

Written by:

Fitria Nur Kiswandari

09211144022

Approved on April 10th, 2014

First Consultant,



Titik Sudartinah, S.S. M.A
NIP 19800911 200312 2 001

Second Consultant,



Rachmat Nurcahyo, S.S. M.A
NIP. 19800224 200312 1 001

RATIFICATION SHEET

A PSYCHOLINGUISTIC ANALYSIS OF AN AUTISTIC PERSON'S LANGUAGE IN *TEMPLE GRANDIN* MOVIE

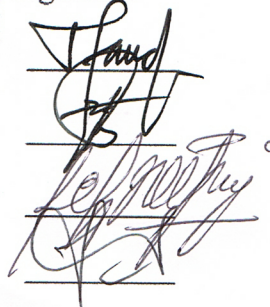
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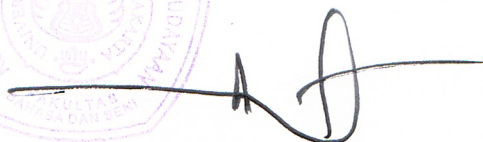
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First Examiner	: Dra. R.A. Rahmi Dipayanti Andayani, M.Pd.
Second Examiner	: Titik Sudartinah, M.A.

Signature



Yogyakarta, April , 2014
Faculty of Languages and Arts
Yogyakarta State University
Dean,



Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini :

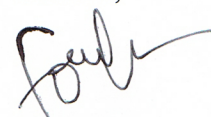
Nama : Fitria Nur Kiswandari
NIM : 09211144022
Prodi : Bahasa dan Sastra Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul : **A Psycholinguistic Analysis of An Autistic Person's Language
in *Temple Grandin* Movie**

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MOTTOS

Without a struggle, there can be no progress - Frederick Douglass

Whenever you want to achieve something, keep your eyes open,
concentrate, and make sure you know exactly what it is you want.
No one can hit your target with their eyes closed – Paulo Coelho

DEDICATIONS

This thesis is wholeheartedly dedicated to:

Ibu, Ibu, and Ibu (Ziti Zulaicha)

Bapak (Kiswando)

**My Beloved Sisters (Rahmi Sari Maulidhyah and Isti
Kistiananingsih)**

My Beloved brother (Ferri Fadli Kisworo)

You are my heroes

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Finally, I realise that my thesis is far from being perfect. Therefore, I would be glad to get any comments, feedbacks, and suggestions to make this thesis better. Hopefully, this thesis will give some beneficial contributions to the readers.

Yogyakarta, April 9, 2014



Fitria Nur Kiswandari

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A PSYCHOLINGUISTIC ANALYSIS OF AN AUTISTIC PERSON'S LANGUAGE IN *TEMPLE GRANDIN* MOVIE

**Written By :
Fitria Nur Kiswandari
09211144022**

ABSTRACT

This research is a psycholinguistic study of an autistic person's language in *Temple Grandin*. The objectives of this research are (1) to explain the kinds of responses and (2) to explain the features of autistic person represented by the autistic character in *Temple Grandin*.

This research employed descriptive qualitative method with the researcher as the main instrument and the data sheets as the secondary instrument. The object of this research was the movie entitled *Temple Grandin*. The data were in the form of utterances which contain and reflect the phenomenon of autistic responses and the features of an autistic person. The source of data was the script of the movie. After being collected, the data were categorised and analysed based on each category. To enhance the trustworthiness of the data in this study, theory and expert method were applied.

The results of the research show two important points. First, based on the findings of the research, there are 3 kinds of responses, namely cognitively irrelevant responses (CI), cognitively relevant responses (CR), and cognitively disruptive and socially inappropriate responses (CDI). In cognitively disruptive and socially inappropriate responses, there are odd responses (OD), relevant but not too polite responses (RNP) and marginally relevant responses (MR). Cognitively disruptive and socially inappropriate responses are the highest phenomena because Temple Grandin has problems in interacting with other people and understanding the conversational topic. When Temple Grandin talks to others, she is able to give relevant responses but she has difficulties in interacting with others. Second, there are seven out of nine features of autistic person. The seven features experienced by Temple Grandin are inability to develop relationship, non-communicative use of spoken language, delayed echolalia, pronominal reversal, repetitive and stereotype play, maintenance of sameness, and good rote memory. Inability to develop relationship ranks in the highest position because individual with autism has difficulty in making friends and in socialising.

Keywords: Psycholinguistic, kinds of responses, and features of autistic person

CHAPTER I

INTRODUCTION

A. Background of the Research

People need to communicate with others in daily life. They communicate to convey their ideas, feeling, and information to others through language, such as verbal language and body language in communication. In verbal language, a speaker and a hearer or an interlocutor can give feedback whenever the communication is not clear. Meanwhile, body language can show feelings to other people when they interact to each other. The speaker and the interlocutor also give some responses to build a good communication.

People have different ways to give responses to others because these ways depend on how their brains work. Normal people will give the responses clearly because the information is distributed to the brain and the brain receives it quickly. When a message or information comes into the brain, the brain tells a body how to react. The brain then sends a message or information to the body through muscles. Meanwhile, abnormal people will give the responses slowly or absurdly because there is an inadequate connection between brain regions and dysfunctional brain region. The dysfunctional brain region is because of brain damage. The brain damage or brain injury is the destruction or degeneration of brain cells. The brain damage may occur due to conditions, illnesses, or injuries.

People who experience the brain damage usually show abnormal social interaction. The abnormal social interaction also refers to a weakness which is

categorized as a language disorder. Speech and language disorder are a grouping of disorders that involve problems in communication (Tatman, 2005). In the language disorder, speech and language do not develop normally. People with the language disorder, such as autism have problems to express and understand the language.

Autism spectrum disorders (ASD) are disabilities that can influence how people understand what they see, hear and sense. The autism spectrum disorders are generally characterised by marked and enduring impairments within the domains of social interaction, communication, play and imagination, and behaviours (Volkmar, 2005:88). This is the reason why autistic people experience major problems in daily conversation since the conversation is the area of language competence which is most closely related to social function.

In the domain of communication, delay or absence of spoken language becomes one criterion that is used to know autistic disorder (Kjelgaard, 2001:288). People with ASD experience language and communication difficulties. They experience expressive and receptive language disorder. The expressive language disorder identifies developmental delays and difficulties in ability to produce speech. Meanwhile, the receptive language disorder is inability to understand speech. People with such disorder give responses unclearly so that they are hard to make a good communication. They often give imitative even aggressive responses when they interact with others. So, the interlocutors often get misunderstanding in communication with autistic people.

In short, it is interesting to investigate the responses of the autistic people in order to build some strategies while communicating with them. Besides, abnormal social interaction of autism is reflected in the features of autistic person that become a custom of individuals with autism.

The portrayal of autistic people is sometimes presented in movies, of which one is *Temple Grandin*. The writers of this film script, Christopher Monger and Merritt Johnson, wrote the story based on several books by Temple Grandin and her life from the time she was diagnosed as an autistic person. This film tells about the story of autistic person named Temple Grandin who finds difficulties to communicate with others. Temple Grandin is recognized as a strange woman because she has different behaviours from normal people and gives unclear responses in communication. She spends her holiday to visit her aunt, Ms Ann, who has large cattle. Temple develops her interest about animals husbandry until she can create a squeeze machine. Then, she decides to go to *Hampshire Country School* in which she meets many people and interacts with them to help overcome her condition.

Therefore, this study focuses on an autistic character in *Temple Grandin*. The reason in choosing this film is because this movie tells clearly about the story of an autistic person. This movie also tells about the restricted interests or features of a person who suffers from ASD when he or she communicates with others. This phenomenon inspires the researcher to conduct a study on the autistic character in this movie.

B. Research Focus

There are some problems that can be identified in communication of autistic people as follows.

The first problem is the difficulties with fluency of verbal language. Some people with autism spectrum disorders experience the difficulties when they communicate with others. The difficulties with fluency of verbal language come in a variety of different types including repetitions, substitutions, insertions, deletions, and speech errors. As an autistic person, Temple Grandin does not utter her words fluently. She makes hearers more difficult to understand what she says.

The second problem is the difficulties in using non-verbal communication. People with autism spectrum disorder seem having a private world in which communication is not important. The difficulties in using non-verbal communication include inappropriate facial expressions, unusual use of gestures, lack of eye contact, strange body postures, and lack of mutual or shared focus of attention. Thus, as an autistic person, Temple Grandin has to face the difficulties in using non-verbal communication when she attempts to build a communication with other people.

The third problem is the cognitive features associated with autism spectrum disorder. These features include receptive and expressive language impairment particularly the use of language to express abstract concepts.

The fourth problem is the significant differences in oral language. When autistic people speak or talk, they have differences from normal people in oral

language including odd pitch or intonation, faster or slower, unusual rhythm and stress.

Based on the identification of the problems, the study focuses on the discussion of the kinds of responses that occur in the main character of *Temple Grandin* movie and the features of autistic person experienced by Temple Grandin. Considering the research focus, the researcher formulates the problems as follows.

1. What are the kinds of responses given by Temple Grandin, the autistic character in *Temple Grandin*, to her interlocutors?
2. What are the features of autistic person represented by Temple Grandin, the autistic character in *Temple Grandin*?

C. The Objectives of the Research

This research has several objectives:

1. to describe the kinds of responses given by Temple Grandin, the autistic character in *Temple Grandin* movie, to her interlocutors,
2. to explain the features of autistic person represented by Temple Grandin, the autistic character in *Temple Grandin* movie.

D. Significance of the Research

In accordance with the objectives of the research, this research has both theoretical and practical purposes. Theoretically, the research can enrich knowledge about psycholinguistics study, especially on autism spectrum disorder. Meanwhile, practically the research gives contributions to following parties:

1. The Students of English Department

Students of English Department especially those whose major is linguistics, this research is expected to give some contribution to the field of psycholinguistics study. Moreover, this research can be a reference of speech and language disorder in autism for their study,

2. The Readers of This Research

It is expected that this research provides them a better understanding about speech and language disorder and autism spectrum disorder. Thus, they know what strategies to communicate with autistic person,

3. The Other Researchers

It is expected that the findings and the discussion in this research can be used as a reference to conduct similar studies. It is able to make other researchers to be more interested and more critical in analyzing some movies.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Background

1. Psycholinguistics

Carrol (2008:4) states that psycholinguistics is a psychological study of language. It combines the fields of psychology and linguistics. The psychology deals with the mental processes involved in language use. The mental processes consist of language comprehension (ability to extract intended meaning from language), language production (ability to speak and write fluently) and language acquisition (language learning). Meanwhile, linguistics learns the origin, structure and use of language.

In addition, Kess (1992:1) defines that psycholinguistics is a field of study concerned with psychological aspects of language studies. It concentrates on one of two aspects, theoretical or practical side. The theoretical side attempts to provide a linguistically and psychologically valid theory of language which can explain the nature of language and its acquisition. Meanwhile, the practical side attempts to apply linguistic and psychological knowledge to problems like reading, bilingualism, second language learning, and speech pathology.

There are three major parts related to the study of psycholinguistics. According to Steinberg (1993:xi), those parts are first language, language and mind, and second language. First language is concerned with the acquisition process of children. Sleeper (2007:3) says that the language acquisition begins

before a baby starts to talk. It is started from a baby begins to orient to voices, to coo wordless vocalizations, to babble and to develop response rapidly.

Second, language and mind are related to mental grammar and human brain. Mental grammar is essential in communicative process. It is the grammar that people have in their minds. Chomsky in Steinberg (1993:96) calls it as competence that means a knowledge which people have of the grammar of their language. Therefore, people's mind is important in producing and understanding the language, even interpreting the meaning.

Last, second language acquisition is concerned with ability to learn a second language. Two important factors involved in second language acquisition are psychological and the social factors (Steinberg, 1993:203). The psychological factors consist of intellectual processing, memory and motor skills. Intellectual processing is categorized as explication and induction (Steinberg, 1993:204). He defines that an explication is a process in which rules and structures of a second language are explained to the learners by someone who helps them. Meanwhile, induction is a way to learn structures and rules of a second language by self-discovery. Memory itself is used to memorise some words and accumulate the amount of speech. Then, motor skills involve the use of articulation of speech such as tongue, lips, jaws, vocal chords and so on. Meanwhile, social factors deal with the types of situation, settings, and interactions which influence the ability of learning a second language (Steinberg, 1993:203).

2. Brain Structure and Function

Human being has a significant organ called brain. It contains billion of neurons. The neurons are cells that process sensory information which comes in from an environment and coordinates a body to react to its environment (Slepper, 2007:26). Thus, the neurons have important functions for human. The billion neurons have function to send messages rapidly into the brain and go back to the body. The major regions of the brain are *medulla oblongata*, *the pons Varolli*, *cerebellum*, and *cerebrum*. According to Steinberg (1993:175), the *medulla oblongata*, *the pons Varolli*, and *cerebellum* are concerned with essentially physical functions, such as breathing, heartbeat, transmission and coordination of movement, involuntary reflexes, digestion, emotional arousal, and so on. Meanwhile, *cerebral cortex or cerebrum* is the largest part of the human brain that functions for thinking and action.

The cerebrum is divided into two hemispheres, left hemisphere and right hemisphere. Steinberg (1993: 177) says that the left hemisphere controls the right side of the body, for example the right hand, the right arm and the right side of the face while the right hemisphere controls the left side of the body. Each *cerebral hemisphere* is divided into four sections: frontal, parietal, temporal and occipital lobes (Steinberg, 1993:182). The frontal lobe is associated with speaking, listening, reading, writing, and singing. The parietal lobe is associated with processing of sensation that will be connected with the speech and auditory area. The occipital lobe is associated with visual processing. Meanwhile, the temporal

lobe is associated with comprehension of speech. A figure below shows the interiors part of the brain:

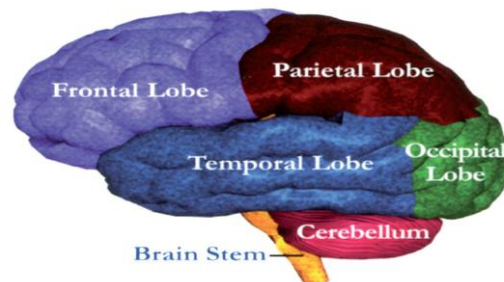


Figure 1 : Brain Anatomy ([www. Abiireland.ie](http://www.Abiireland.ie))

According to Sleeper (2007:29), the left hemisphere consists of two different areas: Broca's area and Wernicke's area. Broca's area is located in the left frontal lobe of the brain. It is associated with the production of language while Wernicke's area is located in the temporal lobe. It is associated with the speech comprehension.

3. Speech Production and Comprehension

Both process of speech production and speech comprehension are related to each other in language learning (Steinberg, 1993:3). It means that both processes are important in producing words although speech comprehension is not always followed by speech production. When people interact with other people, they do not always produce words in their conversation. They sometimes only comprehend or think without producing words. According to Levelt in Harley

(2001:374), the processes of speech production fall into three broad areas, namely *conceptualisation*, *formulation*, and *encoding*.

The first stage is *conceptualisation* or message level process. This process involves human mind in conceptualising something that speaker wants to say. In the process of *conceptualisation*, the speakers comprehend an intention and select relevant information from memory (Harley, 2001:374).

The second stage is *formulation* process. It involves translating this conceptual representation into a linguistic form (Harley, 2001:374). Thus, the formulation process happens after *conceptualisation*. There are two major components of *formulation*: *lexicalisation* and *syntactic planning*. According to Harley (2001:375), in *lexicalisation*, people have to select what they want to say. Meanwhile, in *syntactic planning*, people have to put the individual words together to form a sentence. Finally, the last process is *encoding*. This process involves turning words into sound. The sounds are produced in the correct sequence and specify how the muscles of the articulator system should be moved (Harley, 2001:375).

All processes stated above also involve the process of speech comprehension. Steinberg (1993:17) says that speech production is dependent on speech comprehension. It means that speech comprehension is important in producing language. It is an ability to understand the meaning of speech.

According to Frackowiak (2004:517), the neural system for speech comprehension and production develops from cortical activity in sensory and motor areas. Since both speech comprehension and production involve the neural

system of individuals, there will be disturbance, such as a language disorder, that is caused by brain damage. This is in line with Sleeper (2007:80) who states that number of speech impairments or language disorders develop as a result of brain damage.

4. Language Disorder

Lanier (2010:11) says that a language disorder concerns on a person's ability to understand, form, or use words correctly. This disorder can affect person's ability to interact or communicate with others. Not only children but also adult can experience this impairment.

Language disorder involves problem in communication. It refers to impairment in the ability to understand and use words in context, either verbally, nonverbally, or both. National Dissemination Centre for Children with Disabilities, NICHCY, is an organization in United State that has provided information and resources to the nation on disabilities in children and youth for many decades. It is funded by United Office of Special Education Programs at the U.S. Department of Education. According to NICHCY (2011), there are four major areas in which the impairment occurs. They are articulation, fluency, voice, and language. In the area of articulation, people with language disorder produce sounds incorrectly. They have difficulty in articulating certain sounds such as "l" or "r. In the area of fluency, people with language disorder have difficulties in flow of speech that is disrupted by sounds, syllables, and words that are repeated, prolonged or avoided. In the area of voice, people's voices with language disorder have an abnormal quality to its pitch, resonance, or loudness. Meanwhile, in

language area, people with language disorder have problems in expressing needs, idea, or information and understanding what the others say.

Language disorder can be caused by some factors. Mostly, some causes of language disorder include hearing loss, neurological disorders, brain injury, intellectual disabilities, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse. Scovel (2000:70) adds that the language disorder can be caused by accident, traumatic, or genetic dice.

Sleeper (2007:69) categorises language disorders into two types i.e. language disorder resulted from brain damage and disorders with language component. Several kinds of language disorders resulted from brain damage are aphasia, dysarthria, and apraxia. Meanwhile, several kinds of language disorders with a speech or language component are schizophrenia and autism.

a. Aphasia

Scovel (2000:73) defines that aphasia is the loss of speech or language because of brain damage. People who suffer from aphasia may have difficulty in conveying information because they do not have an ability to articulate and comprehend language. The inability in articulating means individuals who suffer from aphasia know what they want to say but they have trouble in saying or writing what they mean. The inability in comprehending means the sufferers have difficulty in comprehending or understanding language. They hear the voice or see a text, but they cannot make sense of the words or the meaning from both sources.

In addition, there are many kinds of aphasia. The most familiar ones are Broca's aphasia and Wernicke's aphasia. Sleeper (2007:81) defines that Broca's aphasia is a language disorder caused by brain damage which occurs in the frontal lobe of the left hemisphere. This damage can affect speech production. According to Steinberg (1993:187), the speech and writing in people who suffer from Broca's aphasia are meaningful but shortened. The sufferers may be able to understand spoken language but they have difficulty in grammatical inflection such as lacking the auxiliary 'be' or the third person present tense 's'.

According to Sleeper (2007:81), Wernicke's aphasia is a language disorder caused by brain damage which is located in the temporal lobe of the left hemisphere. People who suffer from this aphasia have inability to understand the language because they have problems in speech comprehension. They have problems in understanding what people say or what people write. They can produce speech fluently using long sentences, but their speech is meaningless.

There is also global aphasia. It is a very terrible condition because it can affect both speech production and speech comprehension. According to Sleeper (2007:81), Global aphasia occurs when individuals have intensive damage to the language center of the brain. People who suffer from this aphasia can have difficulty in speaking, understanding, reading and writing.

b. Dysarthria

Dysarthria has a difficulty in articulating speech because of the dysfunction of the muscles of the mouth, face and respiratory system (Sleeper,

2007:85). It is also known as a neuromotor disorder because there is a disruption in the neuron system in the brain. It involves problems with the transfer of information from the nervous system to the muscles. The transmission of messages controlling the motor movements for speech is interrupted. People who suffer from dysarthria may have slurred and slow speech, abnormal intonation when speaking, and mumbled speech. In addition, people with dysarthria usually also suffer from cerebral palsy, stroke, tumor and a degenerative disease such as Parkinson's disease (Sleeper, 2007:85).

c. Apraxia

Apraxia is another disorder that affects speech. It is caused by brain injury. Sleeper (2007:86) explains that people with apraxia have difficulty in coordinating speech. They know the words that they want to say but the sounds that they produce do not come out correctly as they intend. Sometimes, the sufferers can produce particular sounds successfully but other times, they fail to produce the same sounds.

Apraxia also can be caused by genetic. It is known as developmental apraxia of speech. According to Sleeper (2007:86), the developmental apraxia can occur because of a genetic basis from families who have history of language and communication disorders. The characteristic is that babies who suffer from developmental apraxia become quiet babies. They cannot babble like normal infants and they have poor vocabulary. When they grow up, they may have difficulty with long speech. Although they usually can understand language well, hearers can get difficulty in understanding their speech (Lanier, 2010:30).

d. Schizophrenia

Schizophrenia is a mental disorder involving hallucinations, delusions and disorganized behaviour and speech (Sleeper, 2007:98). The exact cause of schizophrenia is unknown. However, most experts believe that the condition is caused by a combination of genetic and environmental factor. Schizophrenia is divided into five types: paranoid, disorganized, catatonic, undifferentiated, and residual (Sleeper, 2007:98).

According to Sleeper (2007:99), the five types of schizophrenia have different characteristics; Paranoid schizophrenia is characterized by auditory hallucinations. Thompson (2007:50) also states that the sufferers feel haunted with the others. They feel to be threatened. Disorganized schizophrenia is a type of schizophrenia which has problems in losing the ability to socialise with the others (Thompson, 2007:50). In this case, the sufferer sometimes gets inappropriate emotions with the situations. Catatonic schizophrenia involves disturbance in a person's movement. People who suffer from catatonic schizophrenia will exhibit hyperactive movements even imitate the movements of others. Undifferentiated schizophrenia is characterized by no motivation, imitation, and emotional responsiveness (Thompson, 2007:50). The sufferer will experience imaginative play to other's behaviours. The last is residual schizophrenia. According to Sleeper, it does not have appropriate symptoms because the symptoms are not ongoing.

e. Autism

Autism spectrum disorder (ASD) is a general term for a developmental disorder (Frith, 1991:2). It represents an abnormality of brain development and function. The abnormality can be caused by genetic fault and brain disease. Sleeper (2007:97) says that the causes of autism are complex. One of them is genetic factors. From the genetic perspective, autism is caused by multiple disrupted genes. According to Veague (2010:47), scientists in the Autism Genom project originated in 2012 have identified five or six primary genes and as many as 30 secondary genes that are involved in the development of autism.

Children with autism are different from normal children. The differences can be shown by some behaviour. According to Scovel (2000:83), the first signs of autism appear in infants before speech has been really developed. They disregard for human interaction and ignore eye or face contact when they interact with people surround them.

Individuals with autism tend to think only about themselves without thinking about other people's feelings. Moreover, they show little responses to others. They often do not make communication and only keep silent because they think that communication is difficult for them. According to Kanner in Matson (2011: 8), people with autism have a delay in language acquisition, an irrelevant speech and failure to acquire in communicative speech. By knowing the disabilities of autistic person, they can get problems in responding.

1) Autistic Responses in Conversations

Conversation is a form of social activity which involves two or more participants in speaking (Turnbull, 2005:2). When someone converses with an

interlocutor, he or she uses verbal language or body language to communicate and give responses. Yet, people with autism disorder experience difficulties in building the conversation. According to Kelley in Fein (2011:12), people with such autism disorder generally have problems with initiating conversation, maintaining the topics of conversation, and considering the perspective of the listener. They may give unclear responses during the conversation. They may change the conversational topics because they are not able to understand the meaning of those topics.

According to Rothwell (2000:37), the kinds of responses are categorised as cognitively irrelevant responses (CI), cognitively relevant responses (CR) and cognitively disruptive and socially inappropriate responses (CDI).

a) Cognitively Irrelevant Responses

Language and communication difficulties are one of impairments experienced by individuals with autism (Kelley in Fein, 2011:123). They may give irrelevant responses in communication because they totally do not understand about topic that is being talked. According to Volkmar (2005:352), individuals with autism show difficulties in identifying the topic initiated by the interlocutor and providing relevant responses.

Topics in conversation can be defined in terms of the intersection of propositions across sentence (Schank in Carrol, 2008:231). It means that each sentence has some propositions that can be given responses. For example: "John bought a red car in Baltimore". Numerous propositions are: John bought a car, the car is red, and John bought a new car in Baltimore. When individuals with autism

give responses that are not appropriate with one of those propositions, it means that they give irrelevant responses.

Rothwell (2000:37) says that cognitively irrelevant responses are incoherent. Thus, the responses are not coherent to statements given by interlocutors. Schank in Carrol (2008:231) categorises cognitively irrelevant responses as absurd responses. He gives an example:

A: I just bought a new hat

B: Freds eats Hamburger

The B's response is not appropriate to some propositions of sentence A because B changes the topic. B gives another topic in the conversation.

b) Cognitively Relevant Responses

Individuals with autism vary in their language abilities; they can be completely mute, having limited functional language, even they can be verbally quite fluent (Kelley in Fein, 2011: 124). The quite fluency in verbal communication given by individuals with autism means that they also can give relevant responses with their interlocutors.

Grice (in Dascal, 2003:54) states that the concept of relevant responses is one of the key elements in logic of conversation. The concept of relevance is concern with the relevance of certain linguistic, logic, or cognitive entities called propositions. As stated above, each sentence has some propositions. The numerous propositions can be the topic of conversation.

Rothwell (2000:37) defines that relevant response is coherent and socially appropriate. It means that the response is an inquiry response to the topic

given by interlocutor. Schank (in Carrol, 2008:231) gives an example of relevant response:

A: I just bought a new hat
B: **What's colour?**

Response B is appropriate to the topic given by A. The response which asks about colour is relevant toward the object "new hat".

c) **Cognitively Disruptive and Socially Inappropriate Responses**

Individuals with autism can have difficulties engaging in a conversation. According to Kelley (in Fein, 2011:129), some studies show that people with autism do not respond appropriately to question even they have difficulty in giving relevant responses that provide enough information to the hearers. Thus, when individuals with autism give responses without providing enough information, they may give disruptive and inappropriate responses to the hearers. This is because they may replace the topic or add a new topic in the conversation.

Impairment of communication is seen as one of features of autism (Bogdashina, 2005:169). It means that individuals with autism give responses that contain digressions. According to Dascal (2003:217), digression does not fit in the conversation. It breaks the pattern that consists in each utterance. The digression considers as disruptive to conversational coherence. Thus, the cognitively disruptive and socially inappropriate response is related to the digression in communication.

Schank (in Carrol, 2008:231) categorises disruptive and inappropriate response as odd responses, more relevant but not too polite responses, and marginally responses.

(1) Odd Responses (OD)

As stated above, individuals with autism may experience communication impairment. They will show some digressions in giving responses to their interlocutors. The digressions can be shown by giving odd responses. Schank (in Carrol, 2008:231) says that some responses can be clearly odd. The odd responses deal with adding a new topic in a conversation. He gives an example that shows odd responses:

Speaker: I just bought a new hat
Hearer: I just bought a new car

The dialogue shows that the hearer gives the odd response. The hearer makes a new topic that is still nearly relevant to the speaker's utterance. The new topic "*bought a new car*" still has nearly relevant topic in the utterance "*I just bought a new hat.*"

After analysing the odd responses of Schank's example, it has a similarity to Dascal's explanation about the digression especially for an utterance-based digression type. This type is characterised by the fact that some kinds of content relation hold between the mainstream utterances and digressional ones (Dascal, 2003:224). This digression shows that the new topic is still nearly relevant to the speaker's utterance. It means that the utterance still states an object that belongs to the speaker's topic. Dascal (2003:247) gives examples:

A: John knows that it is raining in Honulu

B: This reminds me of the umbrella I forgot in your car (Example 1)

A: (preparing salad dressing) please, pass the blue cheese

B: Blue is the colour of the sky, my darling, blue is your eyes (example 2)

B (in example 1) shifts the conversation to another topic that belongs to the set of relevance of “rain”, an item which figures in the previous utterance. The second example also shows the odd response because B (in example 2) adds a new topic that still belongs the set of relevance of “blue”, which is stated in the previous one.

(2) More Relevant but not too Polite Responses (RNP)

Individuals with autism can give more relevant but not too polite responses (RNP). Actually, the responses are relevant toward the topic given by the interlocutor but it is not polite in giving the responses. According to Volkmar (2005:352), a problem in following the rule of politeness occurs in individuals with autism. It shows that although individuals with autism can give relevant responses, they sometimes break the rule of politeness. Therefore, the RNP happens when autistic person has more relevant topic to the conversation but he or she conveys with the lack of politeness strategy.

Yule (1996:60) states that politeness, in an interaction, is the means to show awareness of person’s emotional and social sense or called person’s face. There are negative politeness and positive politeness. The negative politeness is a face saving act which is oriented to the person’s negative face. This type will tend to show deference, respect to other’s time, and even apologize for the interruption (Yule, 1996:62). For example, someone should maintain harmony while socially

interacting with one another by apologizing when having some mistakes, hedging when asking for something, avoiding disagreement, respecting to an older and so on. Meanwhile, positive politeness means a face saving act that will tend to show solidarity, emphasize that both speakers want the same thing and have a common goal (Yule, 1996:62).

When autistic people show RNP, they will ignore politeness strategy that has been stated above and show expressions which are sometimes able to make the interlocutors feel upset, disappointed and hurt. Even, in under pressured situation, autistic person can give RNP by using a high intonation and showing anger to others. Volkmar (2005:519) says that persons with autism fail to develop peer relationships because of having poor eye contact, abnormal emotional intonation in their voices and speech, problems in sharing enjoyment, and impairment in use nonverbal behaviours to regulate social interaction.

RNP also occurs when people with autism interrupt so they cannot control their emotions. According to Zimmerman and West (in Carrol, 2008:238), interruption is as violation of the speaker's turn. Thus, when people with autism interrupt, they ignore politeness.

Example of RNP is below:

Mr. Bucky (teacher): Please, Submitte the task on my desk, now
A student: **OK, Bucky.**

The student gives more relevant but not too polite response by saying “*OK, Bucky*” without addressing “*Mister*” (Mr). The student has lower status than the teacher. He should respect the teacher.

(3)Marginally Relevant Responses (MR)

Individuals with autism spectrum disorder have difficulties in communication. According to Volkmar (2005:211), a failure in understanding the characteristic communication and social difficulties associated with autism can give rise to serious misunderstandings. He gives an example, if individual with autism is asked “*Do you ever hear voices when there is no one in the room?*” Individuals with autism almost reply in the affirmative (Yes) since they can hear voices coming from many other sources. It shows that individual with autism can give marginally relevant responses. This is because the individuals with autism misunderstand the question. Although the question-answer is quite relevance, the answer does not give the speaker’s point about the voices in that rooms.

According to Dascal (2003:248), marginally relevant responses mean the hearer’s topic is relevant to the speaker’s topic but rather marginally in the sense that the hearer’s topic is not required to a question whereas a relevant answer is required by a question. The required answer means that the answer is appropriate to the speaker’s point. Thus, marginally relevant response is like insertion sequence given by Dascal. The insertion sequence is one of digression. Dascal (2003:247) defines that the insertion sequence refers to a large variety of corrective and clarifying speech act. The insertion sequence constitutes an immediate response to the conversational material that precedes it. This digression does not address the point of the previous topic, therefore, it cannot be considered as relevant response. Dascal (2007:248) gives an example:

A: Where is the cheese?

B: Have you lost your glasses?

B's conversational point is relevant to the preceding utterance but it is marginal in the sense that the answer is not required by a question. The topic of utterance B asks about the problem of vision A.

2) Features of Autistic Person

According to Kanner (in Volkmar et al, 2005:7), autistic individuals live in their own world. They may behave unusually. They show some different behaviour than normal people do. Volkmar (2005:314) adds that autistic individuals have difficulties socially in interacting with the others; they have impairments in communication and they also show restricted interests.

Autism is a developmental disorder with original in infancy but it may cause the greatest disablement in adolescence and young adulthood (Frith, 1991:148). The disabilities that appear in childhood either in communication or behaviour will be seen clearly in adolescence.

Individuals with autism can show the features of autistic that are often different from normal people. According to Kanner in Aarons (1999:5), there are nine features of autistic person: An inability to develop relationship, delay in the acquisition of language, non-communicative use of spoken language after it develops, delay echolalia, pronominal reversal, repetitive and stereotyped play, maintenance of sameness, good rote memory, and normal physical appearance.

a) An Inability to Develop Relationship (IDR)

The first feature of autistic person is an inability to develop relationship. It means that people with autism have difficulties in interacting with people and

show more interest in objects than human being. Normally, human beings live in constant interaction with their environments. Meanwhile, individuals with autism have severely disturbed and limited interaction (Frith, 1991:38). The disturbance of autistic person is actually presented from birth. It can be seen on their behaviour even in early communication. According to Kanner in Matson (2011:4), autistic aloneness exists from early infancy and children with autism are born with no innate ability to form emotional connections with people. This statement proves that persons with autism have problems in building relationship with others in social life.

In social interaction, social skills are necessary to develop and maintain friendship (Bauminger and Shulman in Jones, 2007:63). The social skills for social interaction mean that people need to be skilled at learning and assessing what the other people respond. For example, a successful verbal greeting of “hello” also needs to give smile and eye contact to the interlocutor. Unfortunately, people with autism lack social skills. For instance, people with autism consciously avoid eye contact, they are unable to understand the other’s feeling, to respond quickly enough, to provide verbal or non-verbal cues such as smile or use brief verbal response like “OK” to indicate empathy or encourage the other person or to continue dialogue and even, people with autism have sensory difficulties. They show discomfort when the other people touch them.

b) Delay in the Acquisition of Language (DA)

Language acquisition is a process of learning and developing language. The process can be begun before a baby starts to talk. Not all babies can learn and

develop language properly at their age. There will be a delay in language acquisition. According to Volkmar (2005:341), individuals with autism have a delay in the development of language because they begin to speak late and develop speech slower than normal developing children.

According to Aarons (1999:31), normal babies have been observed from to engage dialogue with their parents and the babies show their responses through movements. These movements are basis for social development but babies who are later diagnosed having autism can have impairment in showing the movements.

Volkmar (2005:341) says that young children with autism as early as 1 year of age are less responsive to their names or to someone speaking compared to other children and less responsive to the sound of their mother's voice. In the later development, 2-year-old young autistic children have problems in expressive and receptive language. Not only their language severely delays at 2, but also their expressive skills continue to develop at slower rate through age 5 compared to non-autistic children.

c) Non-Communicative Use of Spoken Language (NC)

The third feature is non-communicative use of spoken language. It means inability in using adequate words in meaningful communication. All people with autism experience language and communication difficulties. Normally, people use language to communicate or offer new information to the different people. They can make communicative conversation.

People with autism have difficulties to use the language in doing communication and even, they only speak in limited way (Volkmar, 2005:351). They have less frequent and less varied speech acts in communicative situation. They rarely use language for commenting, showing off, acknowledging the listener, initiating social interaction, or requesting information. They also show difficulties in identifying topic initiated by the conversational partner and providing relevant comment. Volkmar (2005:352) gives examples below:

A: Did you and your sister do any things besides rakes leaves over the weekend?

B: Yes

A participant response “Yes” is correct but it still fails to appreciate the listener’s real purpose in asking the question. On the other hand, people with autism can give detailed answers but the answers are not appropriate with the question. For example: an individual with autism is asked about how his day gone. He will give the description of the exact time when awakening, the bathroom where he washes his face, and the colour of his toothbrush (Volkmar, 2005:352).

d) Delayed Echolalia

Delayed echolalia is one of the features that occur prominently in communication impairment of autism. According to Bogdhasina (2005:174), echolalia is a repetition of another person’s spoken words. The repetition of words and phrases can be snatched from videos, songs, or television jingles that a child has heard. Delayed echolalia not only occurs for people with autism but also occurs in normal people or in individuals with other language impairments.

Individuals with autism are most likely to repeat immediately questions and commands that they do not understand or do not know an appropriate response for the questions and commands (Volkmar, 2005:346).

There are two kinds of echolalia. According to Bogdhasina (2005:174), the first is immediate echolalia which means that repetitions of words and phrases just heard. The second is delayed echolalia which means that repetitions of words and phrases in the past. Volkmar (2005:346) gives examples both two kinds of echolalia. The example of immediate echolalia is like a person who repeats back her teacher's greeting "*Hi, Susie,*" exactly as it is said to her. The example of delayed echolalia is like in the case of a person who approaches his father and says, "*It's time to tickle you!*" as a signal that he wants to be tickled. He repeats a phrase that he has heard from his parents's words in the past.

e) Pronominal Reversal

Pronominal reversal is another frequently mentioned typical language behaviour associated with autism. It means simply those individuals with autism substitute personal pronoun such as "You" for "I" in the sentence:

Parent: Do you want a biscuit?

*Child: **You** want a biscuit.*

Confusion of personal pronoun also occurs in normal people or individuals with the other disorders. Although normal people experience this difficulty, they can overcome it. Immediately, they have established a sense of self and practised the use of the appropriate form. For individuals with autism, to make correctness for the confusion of personal pronoun is very difficult and even

autistic adults sometimes use their proper names to refer to themselves or to others (Bogdashina, 2005:180).

However, not all individual with autism has to face the difficulty in using pronoun until he or she gets older. As stated by Tager-Flusberg in Volkmar (2005: 347), individual with autism will stop making errors in stage of reversing pronoun because he or she increases linguistically.

Volkmar (2005:357) says that within autism, difficulty using pronoun is generally viewed as part of a more general difficulty with deixis. The deixis is not only marked by pronouns but also in various ways in different language. It includes various determiners (e.g., this or that) or the selections of verbs (e.g., come or go).

According to Yule (1996:9), deixis means pointing via language. He categorises three types of deixis. The first is person deixis. It is used to indicate people such as 'you' or 'I'. The second is spatial deixis. It is used to indicate location such as 'here' or 'there'. The third is temporal deixis. It used to point time such as 'now' or 'then'.

f) Repetitive and Stereotyped Play

Repetitive and stereotyped play is one of features of autism spectrum disorder. Many individuals with autism have unusual repetitive activities and interests (Veague, 2010:5). They tend to repeat the same activities and do not build imaginative pretend play. According to Volkmar (2005:391), play is defined as the purposeful manipulation of objects in which exploration and practice of effect appear to be the goal of individual with autism. Most normal individuals

will use their imagination toward an object to pretend and create new uses of an object. For example, normal children pretend a stone to be a meal for a doll. Meanwhile, individuals with autism have difficulties in pretending on a new object.

Repetitive manipulation of objects means repetition of the same motor activity used to manipulate the physical environment (Matson, 2011:117). The typical repetitive manipulation of objects done by individual with autism includes lining up objects, flicking light switches, or displaying repetitive manipulation of an object such as a string, rubber tubing, or a toy. For example an individual with autism may turn light switch on and off repeatedly.

g) Maintenance of Sameness

Individual diagnosed with autism spectrum disorder presents characteristic of maintenance of sameness. Bogdashina (2005:58) says that individuals with autism need sameness and predictability to feel safe in their environment. As autistic people, children perceive their surrounding is important in recognizing and defining places, things, and people. Schloper (in Matson, 2011:115) says that most people with autism show ritualistic behaviours which are often compulsive in nature such as demanding consistency in their environment and giving action in exactly the same way at a specific time. For example, individuals with autism have routine behaviour to turn off a light everytime when they leave a room even there is still someone using the room. Thus, it is important for people around them to be involved in knowing such routine activities belonged by individual with autism. There will be serious problem behaviour that is experienced by autistic

person when there is inconsistency on environments, schedules and movements (Matson, 2011:238). For example: an individual with autism may have a tantrum or get upset when there is a rearrangement of furniture or school activities.

h) Good Rote Memory

Although autism is a syndrome that is defined in behavioural terms, autism can have savant skill or a great intellectual ability. According Happe (1994:37), individual with autism can have some skills that are unimpaired such as good rote memory, savant abilities, and above-average IQ.

Individual with autism may have a good memory in visualisation, auditory, kinaesthetic or tactile memory. Bogdashina (2005:106) says that a remarkable ability of autistic person is one of the characteristics of autism in which the ability excel at visual. They will express ideas through image or picture. Meanwhile, autistic individuals with good auditory seem have audiotapes in their memory with detailed sound picture of objects, people and events. Having a good tactile memory means autistic individuals look for memory that is associated by touching. For example: touching the picture on the wall may trigger the memory of touching the same picture in the same room and the events that happened after this.

i) Normal Physical Appearance

The last feature of autism spectrum disorder is normal physical appearance. It means that people with autism have physical appearance like normal people. According to Aarons (1999:33), typically, individual with autism

not only looks perfectly normal but also looks positively attractive in appearance. Other people cannot judge that someone is an autistic by looking at the physical appearance because the physical appearance can not reflect that someone experiences autism disorders. Autism spectrum disorders have problems in communication and social interaction.

5. *Temple Grandin* Movie

Temple Grandin, a film about Grandin's autism life, is directed by Mick Jackson and released in 2010. This movie was nominated in *Best Actress Award* for television film in which the main character in this film was able to act well as autistic woman. Temple Grandin, starred by Claire Danes, is the true story of an autistic veterinarian and her journey from being a misunderstood autistic person to a successful veterinarian.

One day, Temple visits her aunt, Ms Ann, starred by Catherine O'Hara, for summer and working on her large farm. Her aunt helps Temple when she gets a panic. Temple has difficulties in producing and understanding language when she panics. At Ms Ann's farm, it becomes clear that Temple understands animals better than people. She identifies with the animal's perspective while observing their behaviour until she creates a hug machine which can make her relax.

When Temple attends college firstly, she is very nervous. Temple has another panic in her room, but her mother gives her space by closing the door. Then, her mother has a flashback when Temple was little and had tantrums. Before that, Temple was diagnosed with autism, a severe case of autism in which she had difficulties in communication, social interaction and behaviour. She lacks

eye contact and avoids human affection. She always avoids somebody's touch. When somebody wants to hug her or only touches her hands, she always refuses.

During Temple's college years, she makes the squeeze machine, which is designed for herself because she has a sensory integration dysfunction and dislikes physical affection by people. The machine hugs both sides of her to calm her down as she controls the pressure. It makes her relaxed. In Hampshire Country School, Temple meets a good teacher, Dr. Carlock, who encourages her to go to a college and continue her study.

The film concludes with an autism fair convention, which Temple and her mother attend. She speaks out from the crowd and tells the audience how she overcomes her difficulties.

B. Previous Study

There are many studies that analyse autistic person portrayed in a movie. One of them is a research conducted by Hastarita Dewanti in 2013 entitled *A Psycholinguistic Analisis of Verbal and Non-Verbal Language Problems of an Individual with Asperger Syndrome in the movie ADAM*. She is one of students in Yogyakarta State University (UNY) whose thesis uses psycholinguistic analysis in Asperger Syndrome or called autism. This syndrome has been raising the interest of psycholinguistic due to its resemblance with autism.

The research identifies the verbal language problems and the non-verbal language problems. She finds six types of verbal language problems. They are literal interpretation, lack of pragmatics, verbal fluency, pedantic language, idiosyncratic use of words, and auditory discrimination and distortion. The most

frequently occurring type is the literal interpretation. Meanwhile, the non-verbal problems are peculiar stiff gaze, limited facial expression, gauche body language, inappropriate facial expression, and limited use of gestures. The largest number of non-verbal problems is peculiar stiff gaze.

Another research is *A Psychopragmatic Analysis of Autistic Savant Person's Language in Rain Man* conducted by Erma Krisna Wijaya in 2010. The research identifies the autistic savant features on an autistic savant person's verbal language, the illocutionary acts of an autistic savant person and the conversational implicature based on maxims to the autistic savant person's utterances as reflected in *Rain Man*.

C. Conceptual Framework

This research uses psycholinguistics approach to analyse two objectives, i.e to explain the kinds of responses in interaction experienced by Temple Grandin and the features of autistic person experienced by Temple Grandin.

Psycholinguistics as the study of language connected to mind concerns with brain structure and function, speech production and comprehension, and language disorder. The discussion of speech production is always related to speech comprehension. The processes of speech production and comprehension involve the language and the brain.

Some people do not always have good brain function. There is a brain damage that causes the process of speech production and speech comprehension is disrupted. In fact, people with autism have problems in receptive language. They have difficulties in understanding what is said to them.

From individual with autism, what is usually worth discussed is the phenomenon of responses in interactions and the features of autistic person. The kinds of responses are categorized as *cognitively irrelevant responses (CI)*, *cognitively relevant responses (CR)* and *cognitively disruptive and socially inappropriate responses (CDI)*. In cognitively disruptive and socially inappropriate responses (CDI), there are odd responses (OD), more relevant but not too polite responses (RNP) and marginally relevant responses (MR). All types of responses occur when individual with autism communicate to others.

Meanwhile, the features of autistic person include an *inability to develop relationship (IDR)*, *non-communicative use of spoken language (NC)*, *delayed echolalia (DE)*, *pronominal reversal (PR)*, *repetitive and stereotyped play (RSP)*, *maintenance of sameness (MS)*, and *good rote memory (GRM)*.

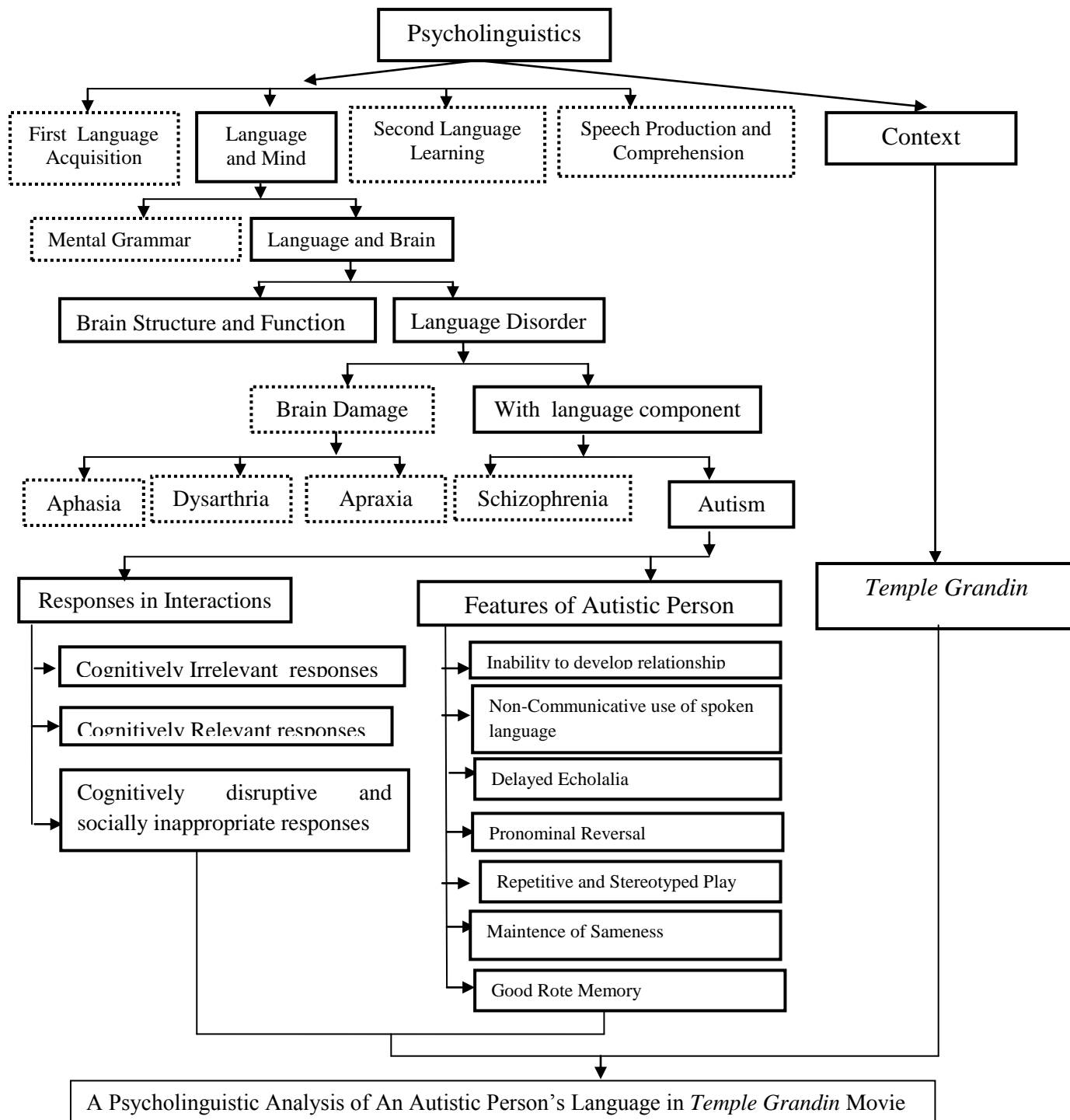


Figure 2. Analytical Construct

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research uses psycholinguistics as an approach which concerned on the relationship between language and mind. It is supported by Aitchison (2011:xv) stating that psycholinguistic is defined as the study of the relationship between human language and human mind. The approach requires a discussion of the research problems dealing with language disorder of Autism Spectrum Disorder.

Related to psycholinguistics as an approach, the study uses a descriptive qualitative design with a content analysis method. This research describes data in words or provides interpretations on findings. It is concerned on providing descriptions of phenomena which occurred naturally without any experimental manipulations. To strengthen the descriptions of the data, the study provides tables showing the frequencies of the occurrence of the data. According to McMillan (in Wiersma and Jurs, 2009:13), qualitative method is a research data that is based on verbal narratives and observations rather than numbers.

By using a descriptive qualitative design, the researcher analysed the phenomenon of autistic person including the kind of responses and the features of autistic person experienced by the main character in the film *Temple Grandin*. Therefore, the researcher described the phenomenon in the film *Temple Grandin* in order to get better understanding.

B. Data and Source of the Data

The object of this research is a movie entitled *Temple Grandin*. The data in this study were collected from the utterances spoken by Temple Grandin as the main character in this film. This research deals with the context of conversation that was seen from the dialogues in *Temple Grandin*. The source of data is the script of the movie. The script was taken from: http://www.springfieldspringfield.co.uk/movie_script.php?movie=temple-grandin.

C. Research Instruments

The research involves two instruments showing the analysis. The main instrument of this research is the researcher herself. According to Bogdan and Biklen (in Wiersma and Jurs, 2009:236), the researchers should keep written accounts of their own thoughts about the data that were collected. The secondary instrument is the tables as the data sheets.

D. Data Collecting Techniques

The researcher used some steps in collecting the data. The steps are as follows.

1. The researcher collected the data by watching the movie and reading the script
2. The researcher took note Temple Grandin's utterances in the movie
3. The researcher compared Temple Grandin's utterances whether they are the same as the movie script
4. The researcher selected the data from the movie.

5. The researcher provided two data sheets to categorise the data. The first data sheet is for the categorisation of the kinds of responses given by Temple Grandin, the autistic character in the *Temple Grandin* movie. Then the second data sheet is for the categorisation of the features of autistic person represented by Temple Grandin, the autistic character in the *Temple Grandin* movie.
6. The researcher classified the data into data sheets by selecting which part of the script that can become the data, and then putting them into the sheets. The part of the script which became the data is only the utterances spoken by Temple Grandin, the main character of *Temple Grandin* movie. The form of data sheets are as follows.

Table 1. Data Sheet of the Kinds of Responses Given by Temple Grandin

CODE	SETTING	UTTERANCES	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OR	RNP	MR	
01/R/CI	At the airport of Arizona	(Arizona 1966, Ms Ann picks Temple up at the airport. Temple's plane just lands at the airport. She gets down from the plane and her aunt, Ms Ann, has waited) Temple : It's hot (shouting) Ms Ann : Come on, dear. You're holding up the other passengers! Temple : I can see the heat ! (Temple is imagining a fire)	V					Temple does not give relevant responses when Ms Ann has her get down from the plane. She feels hot in outside.

Note:

01 : Datum number

R : Response

CI : Cognitively Irrelevant responses

CR : Cognitively relevant responses

CDI : Cognitively disruptive and socially inappropriate responses

OR : Odd responses
 RNP : More relevant but not too polite responses
 MR : Marginally relevant responses

Table 2. Data Sheet of the Features of Autistic Person Represented by Temple Grandin

CODE	SETTING	UTTERANCES	The Features of Autistic Person							Explanation
			IDR	NC	DE	PR	RSP	MS	GRM	
01/F/IDR	At the airport of Arizona	(<i>Arizona 1966, Ms Ann picks Temple up at the airport. Temple's plane just lands at the airport. She gets down from the plane and her aunt, Ms Ann, has waited</i>) Ms Ann : Temple! Sandy, over here! (<i>Invite Sandy to get closer with Temple</i>) Temple : Do people live here? (<i>Temple is unusual to many people who are in the airport</i>)	V							Temple asks to Aunt Ann about people who are fetching their family at the airport. Temple assumes that they live at the airport because there are so many people there. She shows a problem in inability to develop relationship because she has problem in interaction with many people.

Note:

01 : Datum number
 F : Features of autistic person
 IDR : Inability to develop relationship
 NC : Non-communicative use of spoken language
 DE : Delayed echolalia
 PR : Pronominal reversal
 RSP : Repetitive and stereotyped play
 MS : Maintenance of sameness
 GRM : Good rote memory

E. Data Analysis Techniques

The data analysis techniques used in this research are divided into some steps. The steps are as presented as follows.

1. The researcher watched the movie and read the script to check

2. The researcher identified the character's utterances to categorise the kind of responses and the features of autistic person
3. The researcher recorded and interpreted the data into data sheets
4. The researcher conducted the data triangulation by asking lecturers and friends
5. The researcher took the conclusions based on the result of the research

F. Trustworthiness of the Data

Lincoln and Guba (in Elliott, 2004) explain that to gain trustworthiness, the data must be checked against four criteria: credibility, transferability, dependability, and conformability criteria. The researcher used the first level, credibility.

Credibility is a concept of internal validity which refers to the extent to which the findings describe the reality accurately to achieve the credibility of the data. The researcher performed deep and detailed observation on the data, so the data could be regarded credible. The researcher read the data carefully and comprehensively until the researcher got certainty that the data were in accordance with the research questions. The credibility of the data is also to get through triangulation. Denzin (in Berg, 2001:5) says that triangulation is lines of action that are used to describe multiple data-collection technologies, multiple theories, multiple researchers, multiple methodologies, or combinations of these four categories of research activities.

In this research, the types of triangulation technique were by theories and researcher. There were some theories used in the process to support the findings and analyse the data. The researcher also employed triangulation by researcher.

Although this research was only done by one researcher, this research was always consulted to two consultants in order to confirm the data. The researcher consulted her findings and data analysis to Titik Sudartinah, M.A., the first consultant, and Rachmat Nurcahyo, M.A., the second consultant. This research was also triangulated by the researcher's friends, Ferri Dwi Agustina and Kristiana Tri Wahyuni. Both of them are students of English Language and Literature study program of Yogyakarta State University majoring in linguistics.

CHAPTER IV

FINDINGS AND DISCUSSION

As mentioned in chapter I, the goals of this research are to describe the kinds of responses given by Temple Grandin, the autistic character in *Temple Grandin* movie, to her interlocutors and to explain the features of autistic person represented by Temple Grandin, the autistic character in *Temple Grandin* movie.

This chapter consists of two parts: findings and discussion. The first part presents the findings that the researcher got from the analysis on the movie script of *Temple Grandin*. The findings provide two tables that contain numbers as well as percentage of the analysed phenomenon. The second part presents the discussion which explains the findings more detailed by representing some examples.

A. Findings

Autism is one of disorders that have problems in the brain development. An individual with autism has problems in communication. Through the videos of the movie *Temple Grandin*, the researcher could find the data to gain the two objectives of this research; to describe the kinds of responses given by Temple Grandin, the autistic character in *Temple Grandin* movie, to her interlocutors and to explain the features of autistic person represented by Temple Grandin, the autistic character in *Temple Grandin* movie. The data found are represented in the findings section.

The findings section consist of two parts. Each part presents the objectives of this research. The first part presents the findings of the kinds of responses given by Temple Grandin, the autistic character in *Temple Grandin* movie, to her interlocutors. The second part presents the features of autistic person represented by Temple Grandin, the autistic character in *Temple Grandin*.

1. Kinds of Responses Given by Temple Grandin, the Autistic Character in *Temple Grandin* Movie, to Her Interlocutors

An individual with autism can have problems in giving responses to others in communication. According to Rothwell (2000:37), kinds of responses can be categorised as cognitively irrelevant responses (CI), cognitively relevant responses (CR) and cognitively disruptive and socially inappropriate responses (CDI). For the third categorisation, Schank (in Carrol, 2008:231) divides the cognitively disruptive and socially inappropriate responses into three kinds. They are odd responses (OD), more relevant but not too polite responses (RNP), and marginally relevant responses (MR).

To provide the information, the researcher presents the findings of the data in Table 3 to show the detailed occurrence of particular kinds of responses given by Temple Grandin, the autistic character in *Temple Grandin* movie.

Table 3. The Data Findings of Kinds of Responses Given by Temple Grandin, the Autistic Character in *Temple Grandin* Movie, to Her Interlocutors

No	Kinds of Responses	Occurrence	Percentage (%)
1.	Cognitively irrelevant responses (CI)	24	29.63
2.	Cognitively relevant responses (CR)	23	28.40
3.	Cognitively disruptive and socially inappropriate responses (CDI) :		
	a. Odd Responses (OD)	2	2.47
	b. More relevant but not too polite responses (RNP)	18	22.22
	c. Marginally Relevant Responses (MR)	14	17.28
	Total CDI	34	41.97
Total		81	100

Table 3 presents the kinds of responses experienced by the main character with autism of *Temple Grandin*. As shown in the table, there are 81 total occurrences of kinds of responses.

Based on the table, Temple Grandin's responses reflect all kinds of responses. The highest frequency is cognitively disruptive and socially inappropriate responses (CDI). The data show that 34 of the total occurrences belong to CDI or it is 41.97 % out of 100 %. CDI is divided into three categories namely odd responses (OD), more relevant but not too polite responses (RNP), and marginally relevant responses (MR). Odd responses (OD) only have 2 data or 2.47 %. More relevant but not too polite responses (RNP) have 18 data or 22.22 %. Marginally relevant responses (MR) have 14 data or 17.28 %. The second position is ranked by cognitively irrelevant responses (CI). CI has 24 data or 29.63 %. Although Temple Grandin has problems in giving responses, she can give relevant responses to the hearers. It is proven by the occurrence of cognitively relevant responses (CR) that is almost the same as cognitively

irrelevant responses (CI). There are 23 data of cognitively relevant responses (CR) or 28.40 %.

Cognitively disruptive and socially inappropriate responses (CDI) have the highest occurrence because its occurrence is often experienced by an autistic character that has problems in understanding a conversation topic. The autistic character often gives some digressions to the conversation topic because she only wants to say what is in her mind and often breaks the rules of politeness in communication to others. The next position is cognitively irrelevant responses (CI). In this case, the autistic character often ignores hearer's utterances. She totally changes the conversation topic. Although the autistic character experiences difficulties in giving responses, she can provide relevant responses. It is proven in the occurrence of cognitively relevant responses (CR) that also often occur when the autistic character communicates to others. She gives relevant responses when she is not panic.

2. Features of Autistic Person Represented by *Temple Grandin*, the Autistic Character in *Temple Grandin* Movie

When communicating to others, the character with autism is also accompanied by restricted interests. She shows the features of autistic person that are often different from normal people. Having analysed 35 occurrences of the data which show the features of autistic person represented by the autistic character of *Temple Grandin*, the researcher presents Table 4 to give information about the features of autistic person.

Table 4 shows the findings of autistic features represented by the autistic character of *Temple Grandin* movie. The criteria that become the limitation of the problems, such as delay in the acquisition of language and normal physical appearance, are omitted.

Table 4. The Data Findings of the Features of Autistic Person Represented by Temple Grandin, the Autistic Character in *Temple Grandin* Movie

The Features of Autistic Person	Occurrence	Percentage (%)
1. An inability to develop relationships (IDR)	11	28.95
2. Non-communicative use of spoken language (NC)	7	18.42
3. Delayed echolalia (DE)	6	15.79
4. Pronominal reversal (PR)	2	5.26
5. Repetitive and stereotyped play (RSP)	1	2.63
6. Maintenance of sameness (MS)	6	15.79
7. Good rote Memory (GMR)	5	13.16
Total	38	100

Table 4 presents the features of autistic person represented by the autistic character, Temple Grandin. The table shows that there are 35 data of total occurrence.

Based on the table, the highest frequency is an inability to develop relationship. There are 11 data that show occurrence of the inability to develop relationship (IDR) or it is 28.95 % out of 100 %. The second position is non-communicative use of spoken language (NC) for having 7 data or 18,42 %. Then, it is followed by the third position that is possessed by delayed echolalia (DE) and maintenance of sameness (MS). Both of them have 6 data or its percentage is 15.79 %. The fourth position is good rote memory (GMR). It appears 5 times and it has 13.16 %. The fifth position is possessed by pronominal reversal (PR). There are 2 data that show occurrence of pronominal reversal. Its percentage is 5.26 %.

The last position is repetitive and stereotyped play (RSP) of which the occurrence is only once. The percentage of this type is only 2.63 %.

An inability to develop relationship (IDR) is the highest of the occurrence because an autistic person has difficulty in social interaction. It is proven by Temple Grandin who often gets trouble in interacting with other people. It is difficult for Temple to make or reply greeting from someone. Even, she ignores when someone wants to touch or hug her.

B. Discussion

This section discusses the kinds of responses and the features of autistic person more detailed. Unlike the previous part of this chapter that only presents the number and percentage of occurrence, this part provides example of each phenomenon.

1. The Kinds of Responses Given by Temple Grandin, the Autistic Character in *Temple Grandin* Movie, to Her Interlocutors

The findings show that all kinds of responses occur in the main character with autism of *Temple Grandin* movie although the percentage is not the same for each type. The highest kinds of responses are cognitively disruptive and socially inappropriate responses (CDI). The next position is cognitively irrelevant responses (CI). The last position is cognitively relevant responses (CR). CI and CR almost have the same occurrence.

a. Cognitively Irrelevant Responses (CI)

As stated in the Table 3, the phenomenon of cognitively irrelevant responses (CI) ranks in the second position. From 81 data, the CI responses appear 24 times. The occurrence proves that one of impairments experienced by individuals with autism is a difficulty in communication by giving irrelevant responses to others. However, normal people may give the irrelevant responses as well when they communicate to others. This is because people without autism disorders do not hear when someone speaks or they have bad listening habits. Thus, they get difficulties in concentrating on utterances uttered to them. Meanwhile, people with autism spectrum disorders have difficulties in understanding the utterances which is uttered by someone. They tend to say what is in their mind without understanding a conversation topic.

Cognitively irrelevant responses occur when individual with autism responds by changing the topic of conversation. She totally changes the topic of conversation or gives responses that are not relevant with the topic. The following dialogue contains the example of cognitively irrelevant responses experienced by Temple Grandin dealing with her utterance.

Lecturer III	: Let's talk frankly. I'm not sure you can get anything from being at Franklin Pierce.
Ms Ann	: Listen to what she's saying. She wants to do her own science experiment, something you can evaluate in her psychology course.
Temple	: I have a pen and a clipboard

(Datum 25/R/CI)

This situation happens in an office room at Franklin Pierce College. Temple is accompanied by her aunt, Ms Ann, to ask permission to her lecturer in

order to use her squeeze machine. Her lecturer underestimates Temple that she cannot do anything because of her abnormality in using squeeze machine. Temple does not understand what her lecturer is talking about. She gives the irrelevant response by saying “*I have a pen and clipboard*”. She changes the topic of conversation. Her lecturer suddenly stares at Temple quizzically. She should convince her lecturer again by saying that she can do experiment to students at Franklin Pierce college.

In addition, the phenomenon of the irrelevant response occurs when individual with autism only wants to say what is in her mind. She creates a new topic of conversation based on what she is thinking now rather than giving a right answer. The example below shows the CI response experienced by Temple Grandin.

Temple and Ms Ann have just arrived in Ann's home. They meet Mr Mike and Billy)

Aunt Ann : Say hi to your uncle Mike

Mr Mike : hi Temple, *(shaking hand)*

Temple : *(just silent)*

Mr Mike : I just been tellin' Billy here. all about our summer visitor.

Temple : **are you a cowboy?** *(looking a man who wears clothes like a cowboy)*

(Datum 03/R/CI)

The dialogue above happens in Ms Ann's yard when Temple and Ms Ann have just arrived in Ann's home. Temple meets Mr Mike and Billy, an employer who wears clothes like a cowboy. When Mr Mike greets her by saying “*hi Temple*”, Temple does not answer the greeting. Mr Mike feels disappointed because Temple does not give her hand to him. She is just silent and then, looks a man who wears a hat like a cowboy until she gives the irrelevant response by

saying “*are you a cowboy?*” She chooses to change the topic totally because she just wants to say what is in her mind without replying Mr Mike’s greeting. She should answer the greeting, such as by saying “*hi uncle or hello*”.

The same situation also occurs in the following dialogue. The conversation occurs in Ms Ann’s car after picking up Temple from an airport.

(Temple and Ms Ann are in a car. They go back to Ms Ann’s home)

Temple : **The wolf is growling and the man with the shotgun says to Illya Kuryakin, "Would you like for me to open the gate?"**

Ms Ann : I'm sorry, Temple, you lost me.

Temple : **The Man from U.N.C.L.E. The Gazebo in the Maze. The wolf is growling and the man with the shotgun says to Illya Kuryakin, "Would you like for me to open the gate?" "Would you like for me to open the gate?"**

Ms Ann : You okay?

(Datum 02/R/CI)

The example above also contains the CI response. Temple says something by immitating the actors in the film of *the man from U.N.C.L.E.* She repeats some utterances from the film that makes Ms Ann confused. She only wants to say what is in her mind without realising that someone does not understand about her utterances. Besides, she also ignores Ms Ann’s utterances.

b. Cognitively Relevant Responses (CR)

Cognitively relevant responses (CR) are right answers given by speakers to hearers in which the answers are appropriate to the conversational topic which is being talked. In brief, when someone is able to produce this response, he or she does not have any problems in understanding speech called speech comprehension.

Individuals with autism have problems in the speech comprehension while communicating. Although they have to face the problems, they still can give relevant responses.

The phenomenon of giving relevant responses in Temple Grandin's utterances is 23 out of 81 times of occurrence. In fact, giving relevant responses to the hearer is difficult for autistic people because of their communication impairments. In this condition, the role of people surrounds them, such as parents, therapist, even the hearer is important in assisting to build a good communication.

According to the previous explanation, there are some relevant responses found in *Temple Grandin*. The phenomenon can be seen in the example below:

Ms Ann	: Say hi to your Uncle Mike.
Temple	: ... (<i>just silent</i>)
Mr Mike	: Hi, Temple. I just been telling Billy here all about our summer visitor.
Temple	: Are you a cowboy? (<i>looking a man who wears clothes like a coboy</i>)
Ms Ann	: Excuse my niece. That's not how we greet people, Temple. You know better than that.
Temple	: Hello, I'm Temple. It's very nice to meet you.

(Datum 04/R/CR)

The conversation above shows how the role of others in helping an autistic character to give relevant responses to the conversation topic. The dialogue takes place in Ms Ann's yard after she picks up Temple from an airport. Temple meets Mr Mike for the first time. He greets Temple but she does not respond his greeting. Ms Ann addresses Temple to give a good greeting by saying "*Excuse my niece. That's not how we greet people, Temple. You know better than that*". When Temple understands what her aunt says, she gives the relevant response by saying "*Hello, I'm Temple. It's very nice to meet you*" to reply of Mr Mike's greeting.

Besides, there is a situation in which Temple feels calm down and then, she is able to give cognitively relevant responses (CR). It is shown in the following data.

(In the yard of Hampshire boarding school, Temple and Dr Carlock are walking in the garden)

Dr Carlock : Now, here's a question. If I wind this up and then let go, why doesn't the propeller stay still and the body of the plane spin around?

Temple : **That's simple. The resistance of the wings.**

Dr Carlock : That's absolutely right.

Temple : **And watch this. (*Pulling off the wings*) With no wings and just one plane of resistance, you have a helicopter!**

Dr Carlock : You're absolutely right. Temple.

(Datum 36/R/CR)

The dialogue occurs in Hampshire boarding school when Temple is talking to her teacher, Dr Carlock. She feels comfortable to talk to him. Dr Carlock is demonstrating a plane which is flown up. She is able to answer Dr Carlock's question. The answer is appropriate to the topic which is being talked and required by the question. Her response "*That's simple. The resistance of the wings*" is relevant response to Dr Carlock's question.

In addition, Temple is also able to assert right expressions for others while she seems relaxed. It can be seen in the example below:

Mr John Richmond : I will read anything you send in, Miss Grandin. In fact, here take my card. You address it directly to me

Temple : **Thank you, sir.** (Datum 54/R/CR)

Mr Gilbert : How'd you like to put it into practice? See, I lost my designer and I need a new cattle dip. Can you do it? It's pretty simple, but, I gotta present plans in five days.

Temple : **Sure.** (Datum 66/R/CR)

Both dialogues show that Temple can give relevant responses. She can express gratitude when someone gives something to her. She says “*thankyou*” to Mr Richmond when he promises to help her to read her articles and give a name card to her. Temple’s response in datum 66 can be classified as CR. When Mr Gilbert says “*How’d you like to put it into practice? See, I lost my designer and I need a new cattle dip. Can you do it? It’s pretty simple, but, I gotta present plans in five days*”, he tries to ask Temple to make a new design for him. Temple convinces Mr Gilbert that she can do what he asks by expressing certainty “*sure*”. This expression shows CR.

c. Cognitively Disruptive and Socially Inappropriate Responses (CDI)

Cognitively disruptive and socially inappropriate responses are responses which are inappropriate to a conversational topic being talked and even the responses contain a digression which is considered as disruptive to conversational coherence. The digression can be divided into three categories namely odd responses (OD), more relevant but not too polite responses (RNP), and marginally relevant responses (MR). Those categories include in CDI because they are not totally complete responses. Besides, the categories that belong to CDI are not called reasonable responses. They have different characteristics for each digression. The following explanation discusses the differences of those types.

1) Odd Responses (OD)

Odd responses do not appear often in Temple Grandin's utterances. The responses only appear twice of the total 81 occurrences or 2.47 %. In addition, what is meant by OD is when the speaker adds a new topic in a conversation. The additional topic uttered by the speaker is still nearly relevant to the topic conversation. The speaker still drags in the previous topic but he or she adds a new meaning on the topic.

This phenomenon does not only occur in normal people but individuals with autism also experience this digression. This is because they have difficulty in responding what someone else utters to them. They are not able to understand the meaning of utterances declared by the speaker. Thus, they add new topics which sometimes make the speaker confused to catch their words.

As stated above, there are two odd responses experienced by Temple Grandin as the autistic character. The following examples show odd responses.

(In Ann's home, in the diningroom, Temple and Uncle Mike is sitting and talking about college)

Ms Ann : So you didn't answer Mike's question. Are you excited going to college?

Temple : **I want to stay in highschool. I like my Science teacher. Dr Carlock's very smart and he's been to college. So I don't understand why I have to move to learn what he probably already knows.**

(Datum 07/R/OD)

From the dialogue above, Temple's utterance can be classified as odd responses (OD) because she adds a new topic that gives a different meaning from the previous topic. When Temple is having dinner with Ms Ann and Mr Mike, they are talking about college. In their conversations, Temple does not understand about the college. Even, she does not have any interests in the college. Thus, when

Mr Mike is asking about the college, she does not answer it until her aunt, Ms Ann, repeats the question. Temple replies by refusing to go to the college. She wants to stay in her high school because her teacher, Dr Carlock, has ever been to college. From this response, it shows that Temple does not understand Ms Ann's question about the college. Temple tends to take meaning of college literally. She presumes that Dr Carlock who is very smart ever studies in a college. She does not need to study at the college but she can study with him.

Another example of giving odd responses can be shown in the example below when Temple follows French classes.

(In French class of Hampshire boarding school, Temple is reading a French book in front of class)

Temple : Le pain est un aliment de base. Dans de nombbreuses societes humaines. Il est.. Il est ...

Ms Favide : say Il est

Temple : il est ... il est

Students : *(laughing)*

Temple : **why are so much fish in France?**

(Datum 29/R/OD)

Those dialogues take place in French class. Her teacher, Ms Favide, has Temple read French lesson books in front of class. Firstly, Temple reads fluently although she trembles in front of the class. Then, her teacher makes correction to Temple's pronunciation. Ms Favide corrects the pronunciation by saying "*say Il est*". Temple tries to follow her teacher's correction but she is unable to catch her teacher's utterance until her friends laugh at her. Temple feels under pressure until she gives odd responses spontaneously by saying "*why are so much fish in France?*" She adds a new topic "*fish*". She presumes that the words "*Il est*" mean "*eel eats*". Whereas, "*Il est*" in English is like "*he is*" not a kind of fish.

2) More Relevant but Not Too Polite Responses (RNP)

The phenomenon of more relevant but not too polite responses often occurs in the utterances of autistic character in *Temple Grandin*. It appears 18 times out of 81 data. The often appearing occurrence shows that individuals with autism have problems in the ways how to interact with others. They are able to produce the words that are appropriate to what a speaker says. However, they have problems in delivering their expression.

This phenomenon happens when autistic individuals give relevant topics being talked but they break the rules of politeness. They will ignore politeness strategies when interacting to others like showing anger, having emotional intonation in their voice, lacking of eye contact, and interrupting. These situations occur because of some causes. For instance, the individuals with autism get under pressure, panic attack, or bad situations that can make them really angry. Besides, RNP can make the hearers feel upset because of their utterances. Even, the hearers sometimes prefer leaving them to continuing the interaction with the autistic individuals.

The phenomenon which portrays RNP in the utterances of Temple Grandin can be shown in the following example.

Eustacia	: Why don't you just think of it as a chance to settle in, sweetheart?
Temple	: Then, I'll go back home (<i>angrily</i>)
Eustacia	: Temple, I know that this is strange and new, but you're going to be all right
Temple	: I don't want to stay here! (<i>angrily</i>)
Eustacia	: Try and calm

(Datum 19/R/RNP)

The conversation between Temple and her mother occurs in Temple's bedroom at Franklin Pierce College. Temple and her mother have just arrived in Temple's new college. Before entering her room, Temple is looking around the other rooms that are full of laugh. Each of rooms is occupied by two students. When Temple knows that she does not have any roommates in her room, she gets panic attack. Her mother tries to calm her down by saying "*Temple, I know that this is strange and new, but you're going to be all right*" but she keeps refusing to stay at the college. In fact, her roommate will come in the next day. Temple feels uncomfortable with this condition. Therefore, she gives RNP to her mother. That is why Temple responds angrily. Firstly, Temple says "*Then, I'll go back home*". Her utterance has indicated that she is not comfortable to the situation and shocked because she does not have any roommates. Then, Ms Eustacia keeps talking to give reasons why her roommate has not come. Temple says "*I don't want to stay here*" by shouting to her mother and has high intonation to her voice. It is really not polite when she must shout in talking to her mother.

The next example is not the same with the previous one. The example below shows that individual with autism gives RNP by interruption.

(In the office room of Franklin Pierce college, Ms Ann explains to Temple's lecture about squeeze machine)

Lecturer II	: This isn't very scientific. There is no empirical evidence...
Temple	: I can do an experiment. (Interrupt) I can... I can see how it works on other people. I can measure heart rates. I think it'll work on everyone.
Lecturer III	: Let's talk frankly. I'm not sure you can get anything from being at Franklin Pierce.

(Datum 24/R/RNP)

It is obvious that in datum 24, Temple's utterance is not polite. The conversation between Temple and her lecturers take place in the office room of Franklin Pierce College. They are debating a squeeze machine created by Temple. Her lecturers prohibit Temple to use it because they think that it has a sensual touch. Temple is accompanied by her aunt, Ms Ann, to ask permission in using the squeeze machine because the machine is useful to release her panic attack. When her lecturer tries to explain why she is not able to use it, Temple interrupts her lecturer's utterances by saying *"I can do an experiment. I can... I can see how it works on other people. I can measure heart rates. I think it'll work on everyone"*. She responds suddenly and has lack of eye contact. Her eyeballs move from right to left like she is getting panic. She should listen to her lecturer until he finishes his words. Her interruption makes her lecturers feel disappointed to her. It can be seen in his utterances *"Let's talk frankly. I'm not sure you can get anything from being at Franklin Pierce"*. This sentence underestimates Temple's skill in studying at Franklin Pierce College.

In addition, RNP response can make someone else upset. This phenomenon can be shown in the following example.

Woman	: You remember Scott?
Temple	: He used to spit in my jell-o
Woman	: I'm sure he didn't

(Datum 58/R/RNP)

Those dialogues show that RNP can make the hearer feels upset to the speaker's response. The dialogues happen at Christmas party. Temple is congratulating Christmas with her family. Suddenly, a woman comes near and talks to Temple. She is Scott's mother. Scott and Temple are friend. When Scott's

mother reminds Temple about his son, Temple answers honestly what her son had ever done. She is better to respond like “*Yes, I did. He is my old-friend*” rather than “*He used to spit in my jell-o*”. Actually, Temple does not intend to make someone else upset but she only says what she wants to say in her mind. As a woman who has autism syndrome disorder (ASD), she has difficulty in revealing her feeling to other people.

3) Marginally Relevant Responses (MR)

Marginally relevant responses are the last type of kinds of responses. This type can be called as quite relevant responses to the topic being discussed but it is not complete relevant responses. That is why MR belongs to cognitively disruptive and socially inappropriate responses (CDI). MR is not totally reasonable or relevant responses. It contains a digression that makes a speaker sometimes feels confused to the marginally relevant responses.

This phenomenon appears in individuals with autism. They can give marginally relevant responses. It can be shown from Temple Grandin’s utterances who respond marginally 14 times or 17.28 % out of the total 100 %. This phenomenon occurs when individuals with autism give responses that are quite relevant to the topic but those responses are not appropriate to the speaker’s point. Even, after hearing those responses uttered by individuals with autism, the speaker needs to make clarification or correction in order to make them understand to the topic being talked.

In the case of Temple Grandin which is portrayed in *Temple Grandin* movie, when giving marginally relevant responses, she often feels confused to

speaker's teasing. She often gives MR because she is not able to catch speaker's perception. In fact, the speaker has to make clarification on her or his utterances uttered to individuals with autism. This phenomenon can be shown in the following example.

(in Abbot Slaughter House)

Mr Gilbert : This looks like an airport for cows.

Other Men : *(laughing)*

Temple : **Thank you**

Mr Gilbert : I didn't mean that as a compliment

Datum (78/R/MR)

The conversation takes place in Abbot Slaughter house owned by Mr Gilbert. In the past time, he gets Temple to design his new slaughter house. Then, Temple shows him the result of her design. Mr Gilbert is surprised because the design is too large for a slaughter house and exactly takes a lot of cost to make it. Therefore, he teases Temple's design by saying "*this looks like an airport for cows*". Temple responds Mr Gilbert's utterances by saying gratitude "*Thank you*" because she presumes that she gets appreciation from him. This expression of gratitude shows MR. That is why, after hearing Temple's utterance, Mr Gilbert clarifies his words by saying "*I didn't mean that as a compliment*". Temple should not respond to his utterances by giving an expression of gratitude but she should give reasons why the design is too large.

Besides, there is also situation in which Temple gets misunderstanding of the speaker's topic until she gives MR. It is shown in the following example.

(Ms Ann is accompanying Temple who is making the gate)

Ms Ann : Are you worried about keeping up with the other students?

Temple : **No. I'm not stupid**

Ms Ann : I didn't say you were. Is it moving away from home?
(Datum, 14/R/MR)

In the previous dialogue, Ms Ann is talking with Temple in a horse stable. Temple is making a gate for the horse. They are talking about a school. In their conversations, Ms Ann asks about the reasons why Temple does not want to go to the school. When Ms Ann says “*Are you worried about keeping up with the other students?*”, Temple is confused with the question until she gives MR by saying “*No, I’m not stupid*”. Actually, she responds like this because she does not understand about Ms Ann’s utterances. She thinks that she is worried means that she is not clever compared to other students. Then, Ms Ann clarifies by saying “*I didn’t say you were*”.

The next example also contains MR uttered by Temple Grandin. Her response makes someone else confused and has negative perception to her because of her misunderstanding. The phenomenon occurs in the following example.

Lecturer II : But you don't like to be touched by people.
Temple : No.
Lecturer II : Do you like to touch yourself?
Temple : **Touching myself's okay. (*Touch her hand*)**
(Datum 22/R/MR)

The datum 22 above contains MR. Those conversations occur in the office room of Franklin Pierce College. Temple is being interrogated by her lecturer in using squeeze machine. Her lecturer gives some questions concerning the machine. After hearing Temple’s answers, he feels that she has problems in her sensual pleasure. This is because Temple gets misunderstanding to the lecturer’s points. It can be seen when her lecturer asks “*Do you like to touch yourself?*”

Touch yourself means touch body in order to get sexual pleasure. By the question, Temple should respond “No” to convince her lecturer that she does not have any problems in sensuality. Her response “*touching myself's okay*” shows that she has problems in her sensuality because her lecturer does not look at her when she is touching her hand.

2. The Features of Autistic Person Represented by Temple Grandin, the Autistic Character in *Temple Grandin* Movie

The findings show that among nine features of autistic person, there are seven features represented by Temple Grandin in *Temple Grandin* movie. The two other features such as delay in the acquisition of language and normal physical appearance are omitted. For the delay in the acquisition, this phenomenon only starts before an autistic baby starts to talk, whereas in the movie of *Temple Grandin*, the main character who has an autism spectrum disorder is an adult. It means that the delay in the acquisition of language does not appear in the movie. Meanwhile, normal physical appearance is not related to the autistic person's language.

The seven features are an inability to develop relationship (IDR), non-communicative use of spoken language (NC), delayed echolalia (DE), pronominal reversal (PR), repetitive and stereotyped play (RSP), maintenance of sameness (MS), and good rote memory (GRM). The highest feature of autistic person represented by Temple Grandin is IDR. This phenomenon shows that autistic person has problems in interacting with others especially with new comers. The

lowest features are ranked by PR and RSP of which have similar frequency. They only occur once.

a. An Inability to Develop Relationship (IDR)

According to Table 4, an inability to develop relationship (IDR) ranks in the highest position. Its percentage is 28.57 % out of 100 %. This means that among the 35 data, it occurs 10 times. This shows that individuals with autism have difficulties in building relationship in interaction with other people.

The inability to develop relationship means inability to socialise with others. In social interaction, each individual must have social skills that are really useful to make friends. The social skills in interaction mean speakers and hearers need to be skilled at learning and assessing what others respond. The skills can be reflected when the speakers and the hearers make interaction such as doing successful greeting, understanding others 'feeling, having sympathy and empathy to others, and avoiding egoism.

However, individuals with autism have difficulties in doing those skills when they interact with the others. In addition, they tend to have sensory difficulties. It can be shown when they interact with other people. They feel discomfort when the others touch or hug them. These difficulties prove that individuals with autism have inability to develop relationship.

The following dialogues clearly illustrate Temple's inability to develop relationship.

(Temple and Ms Ann just have arrived in Ann's home. They meet Mr Mike and Billy)

Ms Ann : Say hi to your Uncle Mike.

Mr Mike : Hi, Temple (*shaking hand*)
 Temple : ... (*just silent*)
 Mr Mike : I just been telling Billy here all about our summer visitor.
 Temple : **Are you a cowboy?** (*looking a man who wears clothes like a cowboy*)

(Datum 05/F/IDR)

The above conversation happens in the yard after Ms Ann and Temple have just arrived from an airport. They meet Mr Mike and Billy, an employee in Mike's cattle. This is the first time Temple meets Mr Mike. When Ms Ann gets Temple to greet her uncle, Temple ignores Ann's command. Then, Mr Mike greets Temple by saying "*hi, Temple*", she is just silent without answering his greeting. Even, she ignores her uncle's shake hand. This indicates that Temple does not understand how to greet someone else in the first time. In this case, Temple experiences IDR because she fails in making successful greeting. She should reply the greeting by saying "*hi, uncle or hello*" in order not to make someone else gets upset.

The next example also indicates that Temple has difficulties in making greeting to someone.

(*In Franklin Pierce College, In the office room, Temple is talking about her research of squeeze machine*)

Lecturer III : Miss Grandin?

Temple : (*Temple enters the room without permission first*) First off, I talked to my old teacher Dr Carlock. And he said I should stress that it wasn't that I hadn't done the work, because I had, but I'd collected way too much data and backed it up with far too many citations, that I needed extra time just to make it coherent. But if you look at these results, you'll see that it's not just me, but in fact, a majority of people who become calmer when using my machine. And that really makes a clear case for me keeping it. And I should get a good grade. (*talk to fast*)

(Datum 23/F/IDR)

The conversation happens in Franklin Pierce College. Temple sees her lectures in the office room. When Temple enters the room without permission, her lecturer is surprised until he says “*Miss Grandin*”. Temple ignores her lecturer and she does not give any words. She directly reveals what she wants to say. In this case, Temple is unable to develop relationship to others since she does not give a greeting first to the lecturer.

The next example also shows that Temple has IDR but it is not the same as the previous one. The example below indicates Temple experiences IDR because of her sensory difficulties.

(In Ann’s home, In the Temple’s bedroom)

Ms Ann : so good night *(Ms Ann wants to hug Temple. She gets closer to Temple)*

Temple : **I don’t want you to do that** *(Temple keeps away from Ms Ann and pretends to sleep)*

Ms Ann : I’m sorry. I forgot. No hugs

(Datum 08/F/IDR)

The conversation between Ms Ann and Temple occurs in Temple’s room after having dinner. At that time, Ms Ann is accompanying Temple before getting off to sleep. In this condition, it is normal when someone wants to show her attention to someone else who has a close relation by saying “*good night*” and having a hug before sleeping. However, it does not happen to Temple who has an autism syndrome disorder. She refuses to be hugged by Ms Ann. When Temple says “*I don’t want you to do that*”, this indicates that Temple has an inability to develop relationship.

Besides, there is also a situation in which Temple is hard to give sympathy to her peer who is unable to see because her peer is a blind person.

(In Temple's bedroom of college dormitory)

Temple : That's my squeeze machine? Do I have to move it?
 Alice : No. But don't ever move it and then I'll always know
 where it is.
 Temple : Okay. It's almost time for The Man from U.N.C.L.E.
 They play it in the rec room. Do you want to watch The
 Man from U.N.C.L.E.?
 Alice : *(silent)*
 Temple : **Oh You can't watch The Man from U.N.C.L.E.**
 Alice : I do. I'd love to watch it. Will you show me where it is?
 (Datum, 25/F/IDR)

In Temple's bedroom of college dormitory, Temple asks Alice, her roommate who is blind, whether Alice wants to see a film series of *The Man from U.N.C.L.E* in a rec room. After hearing Temple's invitation, Alice does not say anything. She is just silent because she is unable to see the film. Unwittingly, Temple says "*Oh you can't watch The Man from U.N.C.L.E*". Her utterances show that she does not know how to give sympathy to her peer. She should say "*I am sorry to say that*" to make Alice feels better.

b. Non-Communicative Use of Spoken Language (NC)

Non-communicative use of spoken language (NC) ranks second after inability to develop relationship. It occurs 7 times out of 37. This feature means that an autistic person is unable to make a communicative conversation.

In order to make the communicative conversation, both speakers and hearers have to understand to the topics being talked. The hearers must give the exact information or idea that is expected by the speakers. In this case, autistic people often fail to fulfil the communicative conversation. They can give more detailed answer but the answer is not related to the topic. Even, they have problems in using adequate words to make meaningful communication.

The following dialogue contains the example of NC represented by Temple Grandin.

(In Bronxville, New York, at Christmas in a family gathering)

Temple : I published two articles in the Arizona Farmer-Ranchman.

Scott : The Arizona...

Temple : **The Arizona Farmer-Ranchman (interrupt). One was on good moos and bad moos. The other was on head restraints in cattle chutes and killing pens. They're really badly designed. Just terrible systems Just...**

Scott's mom : It's lovely to see you, Temple.

(Datum 32/F/NC)

The above utterance is uttered by Temple when she is celebrating Christmas Party. She meets many people in the party. One of them is Scott's family. Temple and Scott are old friends. Temple is explaining about "*The Arizona Farmer-Ranchman*", a magazine that she is used to publish her articles. Temple gives more detailed information about the magazine until Scott and his parents feel confused to her. Then, they decide to leave her alone.

When Temple says "*The Arizona Farmer-Ranchman (interrupt). One was on good moos and bad moos. The other was on head restraints in cattle chutes and killing pens. They're really badly designed. Just terrible systems Just...*", actually she just wants to say what happen in cattle about which she has ever made an article. She says that the cattle have a bad design and terrible system. When she talks about the detail information of cattle, it indicates that she experiences NC. She fails to build a communicative conversation to other people because she only says what she wants to say without realising that the hearers do not understand at all.

Another example of NC can be shown in the example below when Temple is talking about Chestnut, a horse in her boarding school.

Dr Carlock : Temple?
 Temple : Where do they go? (*look at a dead horse*)
 DrCarlock : I don't know. Heaven, maybe. Somewhere. Temple, when animals and people die, they stay with us in our minds. We can still see them. So I think it would be best not to remember Chestnut like this. Okay?
 Temple : **I see it the day I arrived. I see grooming Chestnut. I see a picture of a horse just like Chestnut in a book. We passed a Chestnut horse on route 199 near a feed store. On a calendar at Aunt Ann's. There was one in Life magazine opposite the page of Mr Kennedy.**
 (Datum 22/F/NC)

The conversation between Dr Carlock and Temple takes place in the horse stable at Hampshire boarding school. Temple is seeing Chestnut that has been dead. She does not believe that Chestnut is dead. She asks to Dr Carlock where Chestnut goes. Then, Dr Carlock tries to calm her down that Chestnut is still alive in their minds but Temple is still shocked to see it. She tries to remember the day when she meets Chestnut until she gives more detailed information about a horse that she has ever seen. She experiences NC by saying "*I see a picture of a horse just like Chestnut in a book. We passed a Chestnut horse on route 199 near a feed store. On a calendar at Aunt Ann's. There was one in Life magazine opposite the page of Mr Kennedy.*"

The next example also contains NC experienced by Temple Grandin. She always ignores Dr Carlock's utterances and only says what she wants. She does not make the communicative conversation. The phenomenon occurs in the following example.

(in Dr Carlock's house, Temple is knocking the door)

- Dr Carlock : Are you talking about a slaughterhouse?
- Temple : **Well, of course they're gonna get slaughtered. Do you think we'd have cattle if people didn't eat them every day? They'd just be funny-looking animals in zoos. No, we raise them for us. That means we owe them some respect. Nature is cruel, but we don't have to be. I wouldn't want to have my guts ripped out by a lion. I'd much rather die in a slaughterhouse if it was done right!**
- Dr Carlock : Well, it seems to me that you should be the one who's to design...
- Temple : **We can easily do it in a way where they don't feel pain and they don't get scared. And their cortisol levels go through the roof! Okay.**
- Dr Carlock : Did you hear what I said, Temple? I think you're the one who should design the slaughterhouse.
(Datum 35/F/NC)

The conversation between Temple and Dr Carlock takes place in Carlock's house. Temple visits Dr Carlock because she has a problem in her slaughterhouse. In the above example, Temple has already arrived in Dr Carlock's home. After the door is opened, she is just talking what she wants to say. Even, Temple does not listen what he asks. She ignores his utterances and keeps talking. When Dr Carlock asks Temple about a slaughterhouse, she gives more detailed information about what is going on there. She does not use adequate words in giving explanation about the slaughterhouse until Dr Carlock admonishes her by saying *"Did you hear what I said, Temple?"* This indicates that Temple fails in building the communicative conversation. Therefore, she experience NC in having conversation with Dr Carlock.

c. Delayed Echolalia

The third rank of the features of autistic person is delayed echolalia (DE). This phenomenon has 5 (out of 37) occurrences. The percentage of this feature is

13.51 %. DE is a repetition of words or phrases that someone else has said. There are two types of echolalia. They are immediate echolalia and delayed echolalia. Immediate echolalia occurs when autistic person repeats words or phrases just spoken by others. Meanwhile, delayed echolalia is the repetition of words or phrases that have been spoken by others in the past. The repetition of words or phrases also can be snatched from videos, songs, films, or television jingles that autistic person has ever heard before.

Both types can be found in the movie *Temple Grandin* although immediate echolalia only occurs once out of 5 data. The phenomenon of immediate echolalia can be shown in the example below.

Lecturer I	: <i>Aves-vous lu la page, Mile Grandin (Speaking French)</i>
Temple	: No. I don't want to study French. I want to learn science.
Other students	: <i>(laughing)</i>
Lecturer I	: Read the page, please.
Temple	: Read it.

(Datum 11/F/DE)

The conversation above occurs when Temple is studying *French*. Her lecturer gets Temple to read the book by saying “*Aves-vous lu la page, Mile Grandin*”. His utterance means *read the page, Miss Grandin*. Temple does not understand what her lecturer says because she actually hates *French* class. Then, other students laugh when Temple says that she does not want to learn *French*. This makes her uncomfortable in the class. Her lecturer tries to use English in getting her to read the page. Temple’s utterance in the dialogue above “*read it*” is in the form of immediate echolalia because it is the repetition of her lecturer’s utterance that she has just heard.

The following example shows delayed echolalia experienced by Temple Grandin in the movie. This repetition often occurs in a film entitled *The Man from U.N.C.L.E* watched by Temple. She imitates this repetition from the film.

(Temple and Ms Ann are in a car. They go to Ms Ann's home)

Temple : **The wolf is growling and the man with shoutgun says to Illya Kuryakin, "would you like for me to open the gate?"**

Ms Ann : I'm sorry, Temple, you lost me

(Datum 02/F/DE)

(Temple is still in MsAnn's car)

Temple : **"the man from U.N.C.L.E." "the gazebo in the maze". The wolf is growling and the man with shoutgun says to Illya Kuryakin, "would you like for me to open the gate?" "would you like for me to open the gate?"**

Ms Ann : you okay?

(Datum 03/F/DE)

Unlike the previous datum that shows immediate echolalia, both examples are delayed echolalia. The conversations above occur in Ann's car after picking up Temple from airport. On the way to Ann's home, Temple always talks about a film entitled *The Man from U.N.C.L.E* without thinking that Ms Ann does not know about the film. Temple often watches the film. She can memorise everything from it. The utterances that Temple says in the dialogue above are repetition from actors in the film. The repetitions uttered by Temple are in the form of delayed echolalia.

Another example presented is delayed echolalia. Temple immitates utterances from *The Man from U.N.C.L.E*. The example is shown as follows.

(In Temple's bedroom, at night)

Temple : 23 hours. 59 minutes and **four, three, two, one, zero hours, Mr Solo!**

(Datum 14/F/DE)

The utterance in datum 14/F/DE takes place when Temple is waiting for the best time to take her squeeze machine. That is at 24.00 o'clock. She wakes up at midnight in order to avoid some securities at her college. She wants to get back her squeeze machine that is thrown because there is no permission to use it. Her utterance repeats a scene in the film *The Man from U.N.C.L.E.*

d. Pronominal Reversal

The phenomenon of pronominal reversal (PR) occurs twice. Its percentage is 5.26 %. PR usually occurs in the autistic children. However, when they are always trained by someone surround them such as parents, teachers, or therapists, they will not face pronominal reversal. The less occurrence of PR is because the autistic character in *Temple Grandin* movie is adult. Therefore, the autistic character only experiences twice in having pronominal reversal.

Pronominal reversal means that autistic people are unable to use pronoun correctly. They have problems in using the appropriate form of pronoun. They sometimes substitute the pronoun. The following example shows that the autistic character in *Temple Grandin* experiences PR.

(in the horse stable of boarding school, Temple sees Chestnut dies)

Dr Carlock : Temple?

Temple : **Where do they go?** *(look at a dead horse)*

DrCarlock : I don't know. Heaven, maybe. Somewhere. Temple, when animals and people die, they stay with us in our minds. We can still see them. So I think it would be best not to remember Chestnut like this. Okay?

(Datum 20/F/PR)

The dialogue between Dr Carlock and Temple occurs in the horse stable of boarding school. Temple tries to get closer with a dead horse, Chestnut. She does

not believe that Chestnut has been dead until she says “ *where do they go?*” The pronoun “they” is not correct to refer Chestnut. It should be “it” to refer a dead horse. Temple shows PR in facing a person or an animal that is dead. She is having a hunch that when there is a death, the soul of dead person gathers together. It can be proven in the following example.

Eustacia : Temple. Temple. Are you all right?

Temple : I'm leaving now.

Eustacia : Well, it isn't over yet.

Temple : I said goodbye when I saw him. He's not there. I've got him in my mind. **Do you know where they go?**

Eustacia : No. No, I don't.

(Datum 37/F/PR)

The conversation between Eustacia and Temple take place in the funeral of Dr Carlock. Temple experiences the same thing from the previous example. She does not believe that Dr Carlock has passes away. She asks to her mother by saying “*Do you know where they go?*” The word “they” is also not correct to refer Dr Carlock. She should say “*where does he go?*”

e. Repetitive and Stereotyped Play

The phenomenon of repetitive and stereotyped play is the lowest phenomenon because it only occurs once. Its percentage is 2.63 % out of 100%. Although this phenomenon only occurs once, it has shown that an autistic person has a different characteristic if she or he is compared to normal people.

Repetitive and stereotyped play means repeating the activity that is done by someone else without understanding what someone else does. It is very difficult for individuals with autism to have their own imaginative pretend play of a new object. They tend to imitate particular activities.

The following example shows that Temple experiences repetitive and stereotyped play. Temple imitates what her lecturer does with his pen.

(In the office room of Franklin Pierce college, Ms Ann explains to Temple's lecture about squeeze machine)

Ms Ann : Listen to what she's saying. She wants to do her own science experiment, something you can evaluate in her psychology course.

Temple : **I have a pen and a clipboard.** *(playing a pen, Temple makes a sound from the pen like a sound of clock.)*

(Datum 15/F/RSP)

The conversation takes place in the office room of Franklin Pierce College. Temple and Ms Ann meet Temple's lecturers to explain about her squeeze machine. In the conversation, Temple always looks at what her lecturer does with his pen. Her lecturer is fiddling with his pen when he is talking to Temple and her aunt. This activity is imitated by Temple when she is saying "*I have a pen and clipboard*" until her lecturer feels that Temple is a weird woman. Temple repeats what her lecturer fiddles with his pen shows that Temple experiences repetitive and stereotyped play because she does not understand why her lecturer fiddles with the pen.

f. Maintenance of Sameness

The feature of autistic person in maintenance of sameness (MS) has 6 data out of 38 data. It means that this feature's percentage is 15.79 %.

Maintenance of sameness occurs when individuals with autism keep consistency in their routine activities. If the routine activities cannot be fulfilled, they will have serious behavioral problems such as showing tantrum or anger.

Therefore, people surround them must know what their routine activities in order to prevent bad things done by individuals with autism.

The following dialogue contains an example of maintenance of sameness experienced by Temple Grandin dealing with her utterance. The example below shows MS in having same food.

(In Ann's home, in the dining room, Temple and Uncle Mike is sitting and talking about college)

Mr Mike : so you excited about college? That's something

(Ms Ann gives some food)

Mr Mike : thank you

Temple : **I can't eat that. I have colitis. I get it from nervousness. I eat pudding and jell-o.**

Ms Ann : I know. Your mom said. *(Ms Ann gives Jell-O for Temple).*

(Datum 06/F/MS)

The conversation occurs in the dining room when Mr Mike, Temple and Ms Ann have dinner. When Ms Ann is preparing some food, Mr Mike is talking to Temple about college. Temple ignores Mr Mike's question because she only sees the food that is given by Ms Ann for Mr Mike. Temple suddenly refuses the food by saying "*I can't eat that. I have colitis. I get it from nervousness. I eat pudding and jell-o*". When Temple refuses the food, there is a tremble in her voice. Her utterance shows that she has to maintain her sameness in having food. Temple will not eat if the food is not pudding and jell-o.

Besides, there is a situation in which Temple shows MS because of her routine activities in recognizing her room. In this situation, Temple shows anger.

*(Maria is cleaning Temple's room. When Ms Ann gets her to help, Maria closes the door hardly until "Temple's room" is fallen. Then, Temple wants to go into her room. **Temple looks that there is no "Temple's room" so she runs out and cries**)*

Ms Ann : Temple! Temple!

Temple Grandin : **Close it on me.** (*Temple is in cow's machine*)

Ms Ann : Temple, let's get you out of...

Temple Grandin : **Close it on me!**

Ms Ann : Don't be silly!

Temple Grandin : **Please!** (*screaming and crying*).

(Datum 10/F/MS)

Temple shows MS after knowing that her room is not the same as usual. Temple wants to enter her room after going back from the cattle. She suddenly finds that there is no a note "*Temple's room*" hanging on the door. The note falls when Maria, Ann's servant, closes the door hardly. This note is really important for her to know that the room is hers. She always maintains her sameness. Then, she runs out to the cattle and goes into the cow's squeeze machine. She is really angry until she is unable to handle herself. Her anger can be shown in her utterances "*close it on me*". Temple ignores Ms Ann who tries to calm her down.

The next example also shows MS experienced by Temple Grandin. She has a problem with automatic door.

(*In a shop, Temple wants to buy some food*)

Temple : **Do you have another entrance?**

Shop keeper 1 : Pardon?

Temple : **Do you have another entrance?**

Shop keeper 1 : No, ma'am.

(*Temple does not enter to the shop she goes to another shop that does not have automatic door*)

(Datum 27/F/MS)

The conversation between Temple and shop keeper 1 takes place in front of a minimarket. Temple asks to the shop keeper whether there is another entrance. Temple has a problem with automatic door. She decides to get another minimarket that does not have an automatic door. In this situation, Temple still maintains her sameness.

g. Good Rote Memory

The last feature of autistic person is good rote memory (GRM). From 38 total occurrences, this feature occurs 5 times or 13.69 %. It shows that although individuals with autism have syndrome, they still have a good ability in memorizing past events even the rote memory can be above normal.

GRM is the remarkable ability of memorizing that is possessed by individuals with autism. They may have a good memory in visualization, auditory, kinaesthetic or tactile memory. The memory of autistic individuals can save the past events that are experienced for long time. Even, the autistic people are able to tell the events in more detailed.

There are some examples that show GRM experienced by Temple Grandin. In *Temple Grandin* movie, GRM is reflected in her language. The remarkable memory represented by Temple is only in visualization.

(In Ann's home, in the kitchen, Temple and Ms Ann is washing some plates and spoons)

Ms Ann : The desert spoons and teaspoons go in different sections

Temple : **I did that**

Ms Ann : your uncle can't tell them apart and sometimes I can't either

Temple : **They are different** (*Temple is visualizing the size of both desert and teaspoon*)

(Datum 07/F/GRM)

The dialogues between Temple and Ms Ann takes place in the kitchen when they are washing some plates and spoons. Temple is observing the difference between the desert spoon and the tea spoon. She is able to differentiate them whereas they almost have the same size. This indicates that Temple has GRM in her visual ability.

The next example also proves that Temple has GRM if she is compared to other students without syndrome disorders. It can be seen in the example below.

(In Temple's French class)

(Bell's ringing)

Lecturer I : And what did it say? *(Come close to Temple)*

Temple : ***Jean-Paul Sartre nait le 21 juin 1905, a Paris, fils unique, il vient d'une famille bourgeoise. Son pere est polytechni*** *(Temple speaks French without reading a book)*

Lecturer I : You... You learned it?

Temple : I just looked at it. Then I have the page in my mind and can read off the page. I see pictures and connect them.

(Datum 12/F/GRM)

The conversation takes place in *French* class. Her lecturer asks Temple to read a *French* book. When her lecturer is in front of her, suddenly Temple closes the book and start saying what is in the book. She can say everything in the book without reading it. She shows that she has a remarkable ability in memorising things.

Based on the discussion, it is clear that Temple Grandin as an autistic character in the film experiences language problems. When she interacts with other people, she often gives responses which are not related to the topic of conversation. The problems can be seen in Temple Grandin's utterances which are often out of the topic of conversation.

Besides, Temple Grandin shows the features of autistic person that are really different from a normal person. The features often appear when Temple is communicating with other people. Because of her features, it is often difficult for her to socialise in her environment.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, there are two main parts; they are conclusions and suggestions. The conclusions part presents the summary of the findings and discussions which are related to the objectives of the research. The suggestions part contains the suggestions that are addressed to academic society, readers and other researchers.

A. Conclusions

The results of the research can be concluded as follows.

1. The first objectives of this research is to describe the kinds of responses given by Temple Grandin, the autistic character in *Temple Grandin* movie, to her interlocutors. Based on the findings, all kinds of responses are experienced by Temple Grandin. There are three kinds of responses given by Temple Grandin through her utterances in *Temple Grandin* movie. They are cognitively irrelevant

responses (CI), cognitively relevant responses (CR), and cognitively disruptive and socially inappropriate responses (CDI). CDI is divided into three categorisation: odd responses (OD), more relevant but not too polite responses (RNP), and marginally relevant responses (MR). Temple Grandin's utterances show that CDI is the most frequent to occur since she is difficult to communicate with others. She often gets problems in building a good communication because of her condition as an autistic person. Being autistic, she is often unable to control her emotion when she feels under pressure. Thus, she often responds appropriately to the topics but breaks the rules of politeness. The second position is CI which can be investigated by observing Temple Grandin's responses to what other speakers say to her. Temple cannot understand what the speakers's point. She only says what is in her mind. Thus, she sometimes changes the topic of conversation until the speakers are confused about her responses. Although she has impairments in communication, she is still able to give relevant response. The occurrence of giving CR is almost the same as giving CI. This phenomenon gives an idea that even though Temple Grandin is an autistic person, she is able to give relevant responses that are appropriate to the conversational topics.

2. The second objective of the research is to explain the features of autistic person represented by Temple Grandin, the autistic character in *Temple Grandin* movie. Based on the findings, an autistic person represented by Temple Grandin in the movie exhibits almost all criteria of autistic features (except delay in the acquisition of language and normal physical appearance) that are reflected in her language. There are seven features of autistic person represented by Temple

Grandin. They are an inability to develop relationship (IDR), non-communicative use of spoken language (NC), delayed echolalia (DE), pronominal reversal (PR), repetitive and stereotyped play (RSP), maintenance of sameness (MS), and good rote memory (GRM). The result of the research shows that IDR occurs more often than other features. It is shown when Temple Grandin interacts with other people. She has an inability to make friends. However, she has a remarkable ability of memorising.

B. Suggestions

The researcher proposes some suggestions as in the following:

1. Linguistics Students

This research can be one of the references for students who are majoring in linguistics to bring psycholinguistics approach for their final research. The field of psycholinguistics has many topics that are interesting to be investigated. Besides autism, there are still many other abnormalities categorised as language disorders. Deeper explanations of the language disorders can give a better understanding about language phenomena.

2. Other Researchers

This research is still far from perfection. The research still has many weaknesses. It is still limited on the kinds of responses given by individual with autism and the features of autistic person. It is expected that this research can become inspiration to other researchers who are interested in psycholinguistics to

conduct more research on autism phenomena using other theories and objects such as non-verbal behaviour of an autistic person.

3. Readers

This study gives information and knowledge about the kinds of responses given by individual with autism and the features of autistic person. It is expected that the readers can learn more about autism spectrum disorder. When the readers recognise this disorder early, they can help autistic people to overcome their problems.

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APPENDICES

Appendix 1

Data Findings of the Kinds of Responses Given by Temple Grandin the Autistic Character in *Temple Grandin* Movie, to Her Interlocutors

01	: Datum Number	CDI	: Cognitively Disruptive and Socially Inappropriate Responses
R	: Response	OR	: Odd Responses
CI	: Cognitively Irrelevant Responses	RNP	: More Relevant but not too Polite Responses
CR	: Cognitively Relevant Responses	MR	: Marginally Relevant Responses

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
01/R/CI	At the airport of Arizona	(Arizona 1966, Ms. Ann picks Temple up at the airport. Temple’s plane just lands at the airport. She gets down from the plane and her aunt, Ms. Ann, has waited) Temple : It’s hot (shouting) Ms Ann : Come on, dear. You’re holding up the other passengers! Temple : I can see the heat ! (Temple is imagining a fire)	V					Temple does not give a relevant response when Ms. Ann has her get down from the plane. It is because she feels hot in outside.
02/R/CI	In Ms. Ann’s car	(Temple and Ms. Ann are in a car. They go back to Ms. Ann’s home) Temple Grandin: The wolf is growling and the man with the shotgun says to Illya Kuryakin, "Would you like for me to open the gate?" Ms. Ann : I'm sorry, Temple, you lost me. Temple Grandin: The Man from U.N.C.L.E. The Gazebo in the Maze. The wolf is growling and the man with the shotgun says to Illya Kuryakin, "Would you like for me to open the gate?" "Would you like for me to open the gate?"	V					Temple only says what she wants to say. When she and her aunt, Ms Ann, are in the car, she ignores her aunt’s utterance. She talks about a film that she often watches. Meanwhile, Ms. Ann does not understand about the film. Temple gives cognitively irrelevant

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		Ms. Ann : You okay?						responses.
03/R/CI	In Ms. Ann’s car	<i>(Temple and Ms. Ann are in a car. They go back to Ms. Ann’s home)</i> Ms. Ann : You okay? Temple Grandin : Aunt Ann, what is this place? <i>(Temple is looking at a farm)</i> Ms. Ann : Just holding pens. You don't have those on the East Coast, huh? Temple Grandin : Is this where they slaughter them? * Ms. Ann : Yes, it is.	V					Temple ignores Ms. Ann’s question. she asks another topic when she is looking at a farm. It shows irrelevant response.
04/R/CI	In Ms. Ann’s yard	<i>(Temple and Ms. Ann just have arrived in Ann’s home. They meet Mr Mike and Billy)</i> Aunt Ann : Say hi to your uncle Mike Mr Mike : hi Temple, Temple : <i>(just silent)</i> Mr Mike : I just been tellin' Billy here all about our summer visitor. Temple : are you a coboy? <i>(looking a man who wears clothes like a coboy)</i>	V					When Ms Ann asks Temple to greet uncle Mike, she gives an irrelevant response. Temple does not reply Mike’s greeting. She makes a new topic by asking a question to a man who wears clothes like a coboy.
05/R/CR	In Ms. Ann’s farm	Ms. Ann : Say hi to your Uncle Mike. Temple : ... <i>(just silent)</i> Mr Mike : Hi, Temple. I just been telling Billy here all about our summer visitor. Temple : Are you a cowboy? <i>(looking a man who wears clothes like a coboy)</i>		V				Temple understands what her aunt says. Thus, She gives a relevant response by saying to Mr Mike and Billy correctly.

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		Ms. Ann : Excuse my niece. That's not how we greet people, Temple. You know better than that. Temple : Hello, I'm Temple. It's very nice to meet you.						
06/R/CI	In Temple's bedroom, in Ms. Ann's home	<i>(In Ann's home, in Temple's bedroom)</i> Ms. Ann : These okay here? And I put all my science fiction books there. Temple Grandin: How do I know this is my room? Ms. Ann : Because we say so. It's your room. Okay? <i>(Ms. Ann hangs a note that is inscribed with "Temple's room"on the door)</i> Temple Grandin : Okay.	V					Temple is in her bedroom. She feels uncomfortable with her new room. She does not answer her aunt's question about the room and only says what she wants to say. She makes an irrelevant response.
07/R/CI	In Ms. Ann's dining room	<i>(In Ann's home, in the diningroom, Temple and Uncle Mike is sitting and talking about college)</i> Mr Mike : So, Temple, you excited about college? That's something. <i>(Ms. Ann gives some food for MrMike)</i> Thank you. Temple Grandin : I can't eat that. I have colitis. I get it from nervousness. I eat pudding and Jell-O. <i>(Temple is trembling)</i>	V					When Mr Mike is asking about the college, Temple is looking at food on the table. She ignores Mr Mike's question and only says what she wants to say.
08/R/OD	In Ms. Ann's dining room	<i>(In Ann's home, in the diningroom, Temple and Uncle Mike is sitting and talking about college)</i> Ms Ann : So you didn't answer Mike's question. Are you excited going to college? Temple : I want to stay in highschool. I like my Science teacher. Dr. Carlock's very smart and he's been to college. So I don't understand why I have to move to learn what he probably			V			Temple gives an odd response. She adds a new topic that is nearly relevant to college. Ms Ann says <i>going to college</i> means school but Temple only understands that college is

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		already knows.						a building.
09/R/CR	In Ms. Ann's kitchen	(In Ann's home, in the kitchen. Temple and Ms. Ann are washing in kitchen sink) Ms Ann : The desert spoons and teaspoons go in different sections Temple : I did that		V				Temple understands what her aunt commands. She gives a relevant response to Mr Ann's command
10/R/CI	In Temple's bedroom	(In Ann's home, in the Temple's bedroom) Ms Ann : You got everything? Temple : This is my room Ms Ann : Yes, It is	V					Temple can't catch her aunt words. She makes an irrelevant response.
11/R/CR	In Ms. Ann's horse stable	(In Ms. Ann's farm, in the horse stable, Temple is making a gate) Ms Ann : So any idea what your major might be? Temple : Science. Probably psychology		V				Temple answers aunt Ann's question about her interest in major of study. She answers Science that shows a relevant response.
12/R/CI	In Ms. Ann's horse stable	(in Ann's farm. In the horse stable, Temple is making a gate) Ms. Ann : So any idea what your major might be? Temple : Science, probably psychology. Ms. Ann : You don't have to decide just yet, do you? Temple : It's better than boarding school. Ms. Ann : That's great. Lots of choices... Temple : Danny's looking at you (Interrupting). See? He can see all around without moving his head.	V					Temple is talking about major in a college but she changes the topic of conversation. She makes an irrelevant response when she says a horse named Danny that is looking at her aunt.
13/R/CR	In Ms. Ann's horse stable	Ms Ann : So how do you know where he's looking? Temple : His ears. He points his ears where he's looking. See? He's looking at you, aunt.		V				Ms Ann asks Temple about how the horse can look at her. Temple answers by his ears. It shows that Temple gives a

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
								relevant response.
14/R/CI	In Ms. Ann's horse stable	Ms. Ann : You're right. How'd you figure that out? Man 1: There you go! (<i>He is slaughtering some cows</i>) Temple : What are they doing? (<i>Temple is looking at some workers who is slaughtering the cows</i>)	V					Temple is looking at some workers who are slaughtering some cows, so she ignores Ms. Ann's question. She gives an irrelevant response.
15/R/MR	In Ms. Ann's horse stable	(<i>Ms Ann is accompanying Temple who is making the gate</i>) Ms Ann : Are you worried about keeping up with the other students ? Temple : No. I'm not stupid Ms. Ann : I didn't say you were. Is it moving away from home?					V	Temple does not understand about Ms Ann's words. She gives marginally relevant response because the response is not appropriate to the Ms Ann's point. Then, Ms Ann clarifies her words that she does not consider Temple as stupid student.
16/R/CI	In Ms. Ann's horse stable	Ms Ann : Is it moving away from home? Temple : Hold it straighter	V					When Ms Ann asks about school again, Temple gives an irrelevant response. She only says what she wants to say. She asks Ms Ann to hold the gate straighter without answering her aunt's question.
17/R/CR	In Ms. Ann's horse stable	Ms Ann : why don't you want to go to college? Temple : People. I don't understand people. At least the people		V				Temple gives a relevant response. She answers the

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		at school know I don't understand them and some of them are my friends anyway.						reason why she does not go to the college. The answer is relevant to Ms Ann's topic.
18/R/CR	In Ms. Ann's yard	(In Ms. Ann's yard, Temple's mother comes) Temple : How was your trip, Mother? You made good time. Eustacia : It was long. Thank you for asking. You ready for college? Temple : I think I'd rather stay here. Eustacia : We've talked about this. Sweetheart, you're gonna be fine.		V				Temple answers her mother's question about going to a college. She gives relevant response although she refuses to go to the college.
19/R/MR	In Temple's bedroom, at Franklin Pierce College	(At Franklin Pierce College, In room number 224, Temple is panic when her roommate has not been in her room) Temple : I don't have a roommate Eustacia : Your roommate is coming in another couple of weeks. Remember? Temple : Everyone else has a roommate! Eustacia : Why don't you just think of it as a chance to settle in, sweatheart?					V	Temple does not understand the explanation of her mother, Eustacia. She does not understand that her roommate will come in another couple of weeks. She should say "Okay or I remember". She gives a marginal response because she gets misunderstanding about her roommate who will come in another day. Then, her mother must give explanation to convince

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
								her.
20/R/RNP	In Temple's bedroom, at Franklin Pierce College	Temple : I don't have a roommate. Eustacia : No, no, no. Your roommate is coming in another couple of weeks. Remember? Temple : Everyone else has a roommate! Eustacia : Well, then, why don't you just think of it as a chance to settle in, sweetheart? Temple : Then, I'll go back home! (<i>angrily</i>) Eustacia : Temple, I know that this is strange and new, but you're going to be all right Temple : I don't want to stay here! (<i>angrily</i>) Eustacia : Try and calm				V		When her mother tries to convince Temple that her roommate will come in another couple of weeks, Temple should be calm down. Temple refuses to stay in her room because she has felt uncomfortable without having her roommate. Thus, she makes RNP response by shouting to her mother.
21/R/CI	In Temple's French Class	(<i>In Temple's French class</i>) (<i>Bell's ringing</i>) Lecturer I : <i>Aves-vous lu la page, Mile Grandin (Speaking French)</i> Temple : No. I don't want to study French. I want to learn science. Other students : (<i>laughing</i>)	V					Temple does not understand what her teacher says because he speaks French. Thus, Temple makes an irrelevant response to the topic.
22/R/CR	In the office room, at Franklin Pierce College	<i>In the office room, Temple's lecturer is asking about squeeze machine to her)</i> Lecturer II: So when you got in your machine, did it make you feel like a cow? Temple : No, I didn't feel like a cow. Lecturer II: But it gave you pleasure. Temple : It made me feel good, gentle. Lecturer II: The hug made you feel good.		V				Temple gives a relevant response to the man's question that she does not feel like a cow when she is in the squeeze machine.

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		Temple : Yes.						
23/R/MR	In the office room, at Franklin Pierce College	Lecturer II: But you don't like to be touched by people. Temple: No. Lecturer II: Do you like to touch yourself? Temple : Touching myself's okay. (<i>Touch her hand</i>					V	Lecturer's question about touching herself means Temple likes touching herself to get satisfaction. Temple makes marginal relevant on her utterance because she thinks that it is no problem when she touches her hand without thinking about making satisfaction. Temple gets misunderstanding about the meaning of touching herself.
24/R/MR	In the office room, at Franklin Pierce College	Lecturer II: But when the squeeze machine touches you, - it feels better? Temple : Yes. Lecturer II : it gives you release? Temple: Yes, there is release. (<i>Temple imagines when she releases the rope of the machine</i>)					V	Temple gets misunderstanding about the meaning of release that is uttered by her lecturer. The term release means as to feel satisfied, however, Temple gets its wrong since she defines it like release from a rope of the squeeze machine.
25/R/RNP	In the office room, at Franklin Pierce College	(<i>In the office room of Franklin Pierce college, Ms. Ann explains to Temple's lecture about squeeze machine</i>)				V		Temple makes RNP response because she interrupts her lecturer's

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		Lecturer II : This isn't very scientific. - There is no empirical evidence... Temple : I can do an experiment. (Interrupt) I can... I can see how it works on other people. I can measure heart rates. I think it'll work on everyone. Lecturer III : Let's talk frankly. I'm not sure you can get anything from being at Franklin Pierce.						explanation when her teacher explains about the squeeze machine. She convinces her lecturer to conduct an experiment about her squeeze machine.
26/R/CI	In the office room, at Franklin Pierce college	Lecturer III : Let's talk frankly. I'm not sure you can get anything from being at Franklin Pierce. Ms. Ann : Listen to what she's saying. She wants to do her own science experiment, something you can evaluate in her psychology course. Temple : I have a pen and a clipboard.	V					Temple changes the topic of conversation by saying a pen and clipboard. It means that she makes an irrelevant response.
27/R/CR	In Temple's bedroom, at Franklin Pierce college	(In Temple's room) (Temple is doing experiment on her squeeze machine) Temple : Time. Do you feel, A, claustrophobic, B, constricted, C, no different, D, comfortable, E, relaxed? Student I : What was the one before last? Temple : D, comfortable.		V				Temple gives relevant response when her friend asks her about the previous options.
28/R/MR	In Boarding School New Hampshire	Dr Carlock : I teach Science Temple : Are you a scientist? Eustacia : Temple Temple : Hello. I'm Temple. It's very nice to meet you. Are you a Scientist? Dr Carlock : I used to work for N.A.S.A					V	Temple gets misunderstanding when Dr Carlock says that he teaches science. Temple assumes that he is a scientiest. Then, Dr Carlock makes a

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
								clarification that he used to work for N.A.S.A
29/R/MR	In the horse stable of Hampshire boarding school	<i>(In the horse stable, Temple is looking a horse that is being hurt named Chestnut)</i> Horse keeper : what are you doing in with Chestnut? No one is to go near that horse Temple : Can he be my horse? He likes being hugged. I want to ride it Horse keeper : You'll ride but just not chestnut.					V	Horse keeper has said that no one dare to stay closer to Chestnut because this horse is not in a good condition. Temple gets misunderstanding to the keeper's utterance, so she makes a marginal relevant response that she wants to ride the horse. Then, the keeper makes clarification by saying <i>not Chestnut</i> .
30/R/OD	In French class of Hampshire boarding school	<i>(In French class of Hampshire boarding school, Temple is reading a French book in front of class)</i> Temple : Le pain est un aliment de base. Dans de nombbreuses societes humaines. Il est.. Ms. Favide : say Il est Temple : il est ... why are so much fish in France?			V			Temple adds a new topic in her utterance. She thinks that <i>il</i> means as fish. Thus, she gives odd response when she gives a new meaning that is taken from the previous topic.
31/R/RNP	In practice room of Hampshire boarding school	<i>(In practice room of boarding school, Temple is making a wooden car)</i> Man 4 : Hey! What happened here? Temple's friend : She hit him for no reason! Man 4: Temple. Come on, let's go. <i>(Temple and her teacher go to near class)</i> Temple : And he's done it before!				V		Temple refuses the punishment with high intonation to her teacher. Her words are relevant but she uses an impolite way. It shows RNP response.

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		Man 4 : Stop. Stop. Temple, stop. Temple, Tim will be punished for what he did, but you cannot hit people. You understand that? Good. And to really get that through to you, you will not ride for two weeks. Temple : But that's not fair! (angrily) Man 4 : Two weeks.						
32/R/CI	In the horse stable of Hampshire boarding school	<i>(In the horse stable of Hampshire boarding school, Temple sees Chestnut dies)</i> Dr. Carlock : Temple? Temple : Where do they go? <i>(look at a dead horse)</i> Dr.Carlock : I don't know. Heaven, maybe. Somewhere. Temple, when animals and people die, they stay with us in our minds. We can still see them. So I think it would be best not to remember Chestnut like this. Okay? Temple : I see Chestnut the day I arrived. I see grooming Chestnut. I see a picture of a horse just like Chestnut in a book. We passed a Chestnut horse on route 119 near a feed store. There was one on a calendar at Aunt Ann's, there was one in Life magazine - opposite the page of Mr Kennedy... (imagine some pictures about horse that Temple has ever seen) Dr. Carlock : Okay. Okay. Can you bring everything you've seen to your mind	V					Temple changes the topic of conversation. Firstly, she asks Dr. Carlock about where Chestnut goes but she changes the topic into another horse that she has ever seen.
33/R/CR	In the horse stable of Hampshire boarding school	<i>(In the horse stable of Hampshire boarding school, Temple sees Chestnut dies)</i> Dr Carlock : can you bring everything you’ve seen to your mind? Temple : sure		V				Temple gives a relevant response when Dr Carlock asks her about a skill to remember something.

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
34/R/RNP	In science class of Hampshire boarding school	<i>(in science class of Hampshire boarding school, all students are watching a perspective movie)</i> <i> A small one and a tall one. Let's see if we can even things out a bit. </i> Temple : How do they do that? Other student : Sit down! Dr. Carlock : All right, please. Temple, sit down, please.				V		Temple gives RNP response in the class. She interrupts when the explanation has not finished yet until her friend and teacher asks her to sit down. Although her response is relevant to the topic, it is not polite. She just says what she wants in her mind without thinking about the others' feelings.
35/R/RNP	In the stairs of Hampshire boarding school	<i>(In the stairs of hampshire boarding school, Temple and Dr. Carlock are getting down from the stairs)</i> <i>(Temple is aking to Dr. Carlock about the perspective task)</i> Temple : I can't do it! Dr. Carlock : I think you can, Temple. Temple : But I can't! (Shouting) I know, I know. I shouldn't shout. But measuring perspective didn't work! Dr. Carlock : ehm ...				V		Temple shouts to Dr Carlock until she realizes that it is not polite. She gives RNP response.
36/R/RNP	In Science class of Hampshire boarding school	<i>(In Science class of Hampshire boarding school)</i> Dr. Carlock : Hey, Leigh, these are the specifications you need. Success, Temple? Temple : No! Give me a clue, please! (shouting) Dr. Carlock : You have to think of all the features in the room, the				V		Temple shouts to Dr. Carlock when she finds difficulties in finding a way to finish her task. She is not polite.

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		walls, the floors, the ceilings, the doors. Temple : Got it!						
37/R/CR	In the yard of Hampshire boarding school	(In the yard of Hampshire boarding school, Temple and Dr. Carlock are walking in the garden) Dr. Carlock : Now, here's a question. If I wind this up and then let go, why doesn't the propeller stay still and the body of the plane spin around? Temple : That's simple. The resistance of the wings. Dr. Carlock : That's absolutely right. Temple : And watch this. (Pulling off the wings) With no wings and just one plane of resistance, you have a helicopter! Dr. Carlock : You're absolutely right. Temple.		V				Temple can answer Dr Carlock's question correctly. She gives a relevant response.
38/R/CI	In the office room of Franklin Pierce college	(In Franklin Pierce College, In the office room, Temple is talking about her research of squeeze machine) Lecturer III : Miss Grandin? Temple : First off, I talked to my old teacher Dr. Carlock. And he said I should stress that it wasn't that I hadn't done the work, because I had, but I'd collected way too much data and backed it up with far too many citations, that I needed extra time just to make it coherent. But if you look at these results, you'll see that it's not just me, but in fact, a majority of people who become calmer when using my machine. And that really makes a clear case for me keeping it. And I should get a good grade. (talk to fast) Lecturer III : Did your... Temple : Certainly more than a pass. (Interrupt)	V					Temple visits her lecturer in the office room. She ignores her lecturer's greeting. Even, she does not greet her lecturer and only says what she has in her mind.

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
39/R/RNP	In the office room of Franklin Pierce college	Lecturer III : did your previous teacher suggest the good grade? Temple : No, that's me (<i>lack of eye contact</i>)				V		Temple does not look at her lecturer when she speaks to him. She shows lack of eye contact. Thus, this case can be included as RNP response.
40/R/CI	In the office room of Franklin Pierce college	Lecturer III : This is excellent. And I think it will be a good grade. Temple : So I keep my machine. In that case, I'll stay. Lecturer III : I would imagine your new roommate will	V					Temple should say “thank you” after getting praise from her lecturer. She makes an irrelevant response because she changes the topic into squeeze machine.
41/R/CR	In Temple's bedroom of Franklin Pierce college	(<i>In Temple's bedroom of Franklin Pierce college, Temple is in squeeze machine.</i>) Temple : Do you like Star Trek, too? Alice : Yes. Who's your favorite? Temple : Mr Spock. We have a lot in common. Alice : Maybe we can watch it on the radio. They broadcast it for the blind. Temple : They do? Let's watch it on the radio.		V				Temple is in a relax condition. She can communicate well with Alice. She gives a relevant response to Alice's question about her favourite actor in <i>Star Trek</i> .
42/R/MR	In Temple's bedroom of Franklin Pierce college	Alice : You're quieter now. Is that because you're in your squeeze machine? Temple : I was just getting out. Is my voice that different? Alice : It is to me. Remember, I see you through your voice.					V	Temple gets misunderstanding to Alice's question. When Temple is speaking to Alice, she is still in her machine. Then, she gets out from the squeeze

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
								machine when Alice says that she is quieter.
43/R/MR	In cow cattle of Scottsdale cattle	<i>(In Scottsdale cattle, Arizona, Temple and the other students are visiting the cow cattle)</i> Mr Don : Thanks, Professor. All right, what we got here at any one time is about 50, 52,000 head of cattle. Now, they gotta weigh 650 pounds to get in here. During the three or four months they spend here, they'll put on another 400 pounds before they move into the big house for slaughtering. Well, while they're here fattening up, we got to keep them healthy. So one of the first things we do when they come in off the range is put them through a dip, get rid of any bugs. Excuse me there, buddy. You okay? Prof. Shanklin : That's a girl. Miss Grandin. Mr Don : Miss, are you with us, here? Temple : I was listening to the cattle. <i>(looking around the cattle)</i> Mr Don : Oh, yeah?					V	Temple does not understand when Mr Micheals is teasing her. She gives a marginal response when she answers Micheals' question.
44/R/RNP	In cow cattle of Scottsdale cattle	Temple : Why are some mooing more loudly than others? I never heard so much mooing! Mr Don : Honey, I've been around cattle all my working life. About all I can tell you is that, just like the female of the species, cattle love to yammer and gossip or sulk. It's always just one thing or the other. - But like I was saying... Temple : Well, there must be a reason. They're saying something. <i>(Interrupting)</i> Mr Don : Well, I reckon you could get Dr. Dolittle on out here. He probably could tell you.				V		Temple interrupts when Mr Don is still talking until he is angry to her. This interruption can be included as RNP response.
45/R/CI	In cow cattle of Scottsdale cattle	Prof. Shanklin : Do you lose many? Mr Don : Well, we got to run 300 of them through here in an hour. I guess in a week, we'll lose one or two maybe. We're doing pretty	V					Temple ignores Mr Don's words because she is looking at cows which are

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		good. Dolittle, how you holding up? Too much for you? Temple : They like to walk in circles. Mr Don : Well, what do you know, boys? Cattle like to walk in circles! Dang, give that girl a prize. (<i>laughing</i>)						walking. Temple gives an irrelevant response because she only says what she wants to say.
46/R/MR	In Prof. Shanklin’s room	(<i>in Prof. Shanklin’s room</i>) Prof. Shanklin : Mooing? You want to do research and write your master’s on mooing. Temple : Cattle like curves. They don’t moo at curves. Prof. Shanklin : Miss Grandin, when we accepted you, we were impressed you had excelled at your previous school. A master’s thesis on mooing strikes me as a lowering of the bar and I will not be the first person to give you an easy ride because you are autism. Come up with something... Temple : Cattle are prey animals. (<i>interrupting</i>). My autism allows me to understand prey animals well. I can visualize the flight zones of cattle. A handler outside the flight zone can keep an animal circling in a calm and orderly manner. But stepping into the flight zone panics the cattle, and they change from soft moos to loud mooing. Like, prey animals don't make noises that will draw attention to them unless they're trying to warn other members of the herd. Prof. Shankin :So they're warning each other they're going to be slaughtered? Temple : No. No. No, sir. The loud mooing is the same whether they're gonna be dipped, driven around a hard corner or taken to slaughter. I mean, they have no idea what's gonna happen to them... Prof. Shanklin : I'm glad we agree on that.					V	Prof Shanklin disagrees with the topic of Temple’s research but Temple does not understand his disagreement. She keeps explaining about mooing on cattle until Prof. Shanklin agrees with Temple’s idea in doing research on mooing.

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
47/R/RNP	In Prof. Shanklin’s room	Prof. Shanklin : Miss Grandin, when we accepted you, we were impressed you had excelled at your previous school. A master’s thesis on mooing strikes me as a lowering of the bar and I will not be the first person to give you an easy ride because you are autism. Come up .. Temple : Cattle are prey animals. (<i>interrupting</i>). My autism allows me to understand prey animals well. I can visualize the flight zones of cattle. A handler outside the flight zone can keep an animal circling in a calm and orderly manner. But stepping into the flight zone panics the cattle, and they change from soft moos to loud mooing. Like, prey animals don't make noises that will draw attention to them unless they're trying to warn other members of the herd.				V		Temple gives interruption when Prof. Shanklin is still speaking. Temple makes RNP response.
48/R/CR	In Prof. Shanklin’s room	Prof. Shankin :So they're warning each other they're going to be slaughtered? Temple : No. No. No, sir. The loud mooing is the same whether they're gonna be dipped, driven around a hard corner or taken to slaughter. I mean, they have no idea what's gonna happen to them... Prof. Shanklin : I'm glad we agree on that. Temple : ...but they're spooked. And spooked cattle don't act straight. They get bruised, scraped, drowned, and that all costs money. And it takes a good half hour to calm a herd and that costs money, too. It's not a good way to run a stockyard. Well, I believe what's good for cattle is also good for business. Prof. Shanklin : Well, get the yard to sign off on it.		V				Temple gives relevant responses to Prof. Shanklin. She explains to Prof. Shanklin about a reason why some cows mooing.

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
49/R/CI	In Scottsdale land and cattle	(In Scottsdale land and cattle, Temple tries to enter the cattle) Security : sorry, ma'am . No women on the lot Temple : My name is Temple Grandin. I'm a grad student at Arizona State Security : That's the rule	V					Temple changes the previous topic about a warning that a woman can not enter the cattle. She gives an irrelevant response.
50/R/CR	In Scottsdale land and cattle	(in the Scottsdale land and cattle) Mr Micheals : How'd you get in here? Temple : They just waved me in		V				Temple gives a relevant response that she says the securities allow her entering the cattle.
51/R/CR	In Scottsdale land and cattle	Mr Micheals : what are you gonna research? Temple : Agitation in cattle		V				Temple answers a subject of the research. It is appropriate to the speaker's topic that asks about subject of the research.
52/R/CI	In Scottsdale cattle, in cow shed	(In Scottsdale cattle, in cow shed, Temple is observing some cows) Mr Peters: Hey! You gotta remember to drink out here. Temple : Well, I have data on things that make them balk, like shadows, reflections on water, a chain glinting in the sun. Mr Peters : Is that right? Temple : They won't walk into shaded areas. They need to see where they're going. I've lots of important information on all this and I need Mr Michaels to sign off on it. Mr Peters : Don? Don don't sign nothing.	V					Temple ignores Mr Peters who comes close to her in cow shed. She talks about some causes that make cows balk. She should answer Mr Peters by greeting first. She just says everything in her mind. She makes an irrelevant responses.
53/R/MR	In Scottsdale cattle, in cow	(In Scottsdale cattle, in cow shed, Temple is observing some cows) Temple : They won't walk into shaded areas. They need to see					V	Temple does not understand Mr Peters'

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
	shed	where they're going. I've lots of important information on all this and I need Mr Michaels to sign off on it. Mr Peters : Don? Don don't sign nothing. Temple : I need Mr Michaels to sign... Mr Peters : You're not hearing me right. Don don't sign nothing. I sign everything around here. His signature, but I do the signing. I'm not even sure if Don can write. Say, if you're interested in cattle and how cattle act, you shouldn't just hang around feedlots. You should be out on ranches, auctions, rodeos, that sort of thing.						words that Don does not deserve to sign anything in the cattle. Then, Mr Peters makes clarrification. In this case, she gives marginally relevant response. She only says what she thinks in her mind
54/R/CI	In the auction of cows	<i>(in the auction of cows)</i> Temple : Excuse me, sir? Sir? Very pleased to meet you. Temple Grandin, bachelor of science, doing my masters at Arizona State, studying in Scottdale feed yards. I was wondering if I could interest the Arizona Farmer Ranchman periodical on a thesis i'm writing on control systems and cattle and why some work better than others and how they can tell the difference. Mr John Richmond : How'd you get on with old Don Michaels over at Scottdale? Temple : I told him. I've eaten bull testicles, sir. Mr John Richmond : I will read anything you send in, Miss Grandin.	V					Temple gives an irrelevant response to Mr John Richmond in the auctions. He asks about the result of studying in Scootdale feedyards with Don but Temple does not answer correctly. Her response is not appropriate to Mr John's point. This is because Temple has ever got a bad experience at Scottdale cattle. Don dislikes Temple, so he gives some bull testicles on Temple's car.
55/R/CR	In the auction of cows	Mr John Richmond : I will read anything you send in, Miss Grandin. In fact, here take my card. You address it directly to me		V				Temple responds correctly to Mr Richmond who

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		Temple : Thankyou, sir.						gives her a card. She says gratitude to someone who will help. This shows that Temple gives a relevant response.
56/R/MR	In Prof. Shanklin's room	<i>(in Prof.Shanklin's room)</i> <i>(knock the door)</i> Prof. Shanklin : It's open Temple : Sir, Scottsdale feedlot signed off on my cattle agitation study. Prof. Shanklin : Smells like half the herd signed t first Temple : No, sir. Cattle can't do that					V	Temple gets misunderstanding when Prof. Shanklin is teasing her paper that smells cows manure. She thinks that a cow signs it. Thus, she opposes his words. Her utterance is marginally relevant response.
57/R/RNP	In Prof. Shanklin's room	Prof. Shanklin : and I don't need the magazine. I'm a subscriber Temple : I just you wanna make sure you saw my article on mooing as a guide to cattle agitation. Full thesis is still at the typist, but you should have it by Friday. Prof. Shanklin : Temple ... temple				V		When Temple is talking to Prof. Shanklin, she ignores eye contact even she directly goes out without permission.
58/R/RNP	In Bronxville, New York	<i>(In Bronxville, New York, at Christmas in a family gathering)</i> Scott's mom :Temple! Well, Master of Science. Temple : Master of Science in Animal Science. Scott's dad : Fantastic. I'll bet you're glad to be back East. Temple : I like the West. Scott's mom : So do I, but it isn't home, is it? What will you do with your master's? Your mother mentioned teaching maybe.				V		Temple does not mean to make the man upset. She only answers what in her mind that she prefers in the west. Temple makes relevant response but not too polite.
59/R/RNP	In Bronxville,	Woman : You remember Scott?				V		Temple makes the woman

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
	New York	Temple : He used to spit in y jell-o Woman : I'm sure he didn't						upset when Temple is telling the truth that her son is naughty. Temple does not mean to make her upset but she only says what in her mind. Temple shows relevant response but not polite.
60/R/RNP	In Bronxville, New York	Scott's mom : I'm sure he didn't. Temple, tell Scott about your writing. Temple : I published two articles in the Arizona Farmer-Ranchman. Scott : The Arizona... Temple : The Arizona Farmer-Ranchman (interrupt). One was on good moos and bad moos. The other was on head restraints in cattle chutes and killing pens. They're really badly designed. Just terrible systems. Just... Scott's mom : It's lovely to see you, Temple.				V		Temple can explain about her articles that are published in The Arizona Farmer-Ranchman but she talks too fast and then,has lack of eye contact. She makes relevant responses but not too polite until the others leave her.
61/R/CR	In Bronxville, New York	Scott : Bye Man : Marry Christmas Temple : Marry Christmas		V				Temple replies the man's utterance "Marry Christmas" correctly. She gives relevant reponse.
62/R/OD	In bedroom of Temple's home	(in Temple's home, in the bedroom, Temple is crying because she is ignored by some people at Christmas party) Temple : I hate parties. There are too many people and no one listens to me. They keep giving each other looks and I don't know				V		Temple makes relevant responses when she talks to her mother. Yet, her responses are not polite

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		what they mean. Eustacia: They’re just uncomfortable. People don’t wanna hear all those details about cattle. Temple : Well, I do. I wanna be with cattle. (angryly) Eustacia : Sweatheart ... Temple : They make me feel bad. (lack of eye contact)						because she is angry and has lack of eye contact to her mother.
63/R/MR	In Scottsdale Cattle	(in Scottsdale Cattle) Security : Damn it. You’re not allowed in here Temple : I’m doing research for article Security : We put up with you sneaking in when you was at Arizona State, but you’re done. No college, no insurance coverage, no acces.					V	Temple does not understand what the man means. He does not allow her to be here. It means that Temple must not do anything in the Scottdales Feed Yard.
64/R/CI	In Arizona Farmer Ranchman	(in Arizona Farmer Ranchman) Mr John Richmond : Hold on, Miss Grandin. Firstly, your articles have been greatly appreciated. I got a lot of calls. Folks think you talk sense. Secondly, I told you I would read anything that you write. And, thirdly, young lady, you need another set of clothes when you come into town on business. Temple : I need to be an accredited press person. Can I get a press pass? Mr John Richmond: You asking for a staff job? I ain't got but four staff, and two of them are bookkeeping and distribution.	V					Temple does not respond the suggestions of the man who works in Arizona Farmer Ranchman. She gives an irrelevant response to the interlocutor because she only wants to convey what in her mind. She just want to get a press card.
65/R/CR	In the office room of Scottsdale Cattle	(in Scottsdale Cattle, in the office room) Mr Peters : use it, Temple. You stink (giving a body parfum) Temple : Thankyou		V				Temple gives a relevant response by saying “thankyou” when someone

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
								has given her something.
66/R/CR	In the office room of Scottsdale Cattle	Mr Gilbert : Miss Temple Grandin?I’m Ted Gilbert, from John Wayne’s red river feedlot. Temple : Hello, very pleased to meet you. Mr Gilbert : Hello, I’ve been reading your stuff		V				Temple has greeting expression when she meets someone firstly. This shows that she gives a relevant response.
67/R/CR	In the office room of Scottsdale Cattle	Mr Gilbert : How’d you like to put it into practice? See, I lost my designer and I need a new cattle dip. Can you do it? It’s pretty simple, but, I gotta present plans in five days. Temple : Sure.		V				When Mr Gilbert asks for help to Temple, she accepts by saying “sure”. Thus, Temple shows relevant response.
68/R?CR	In a design office	<i>(In a design office)</i> Designer : This is very clever. How did you come up with this? Temple : I just see things and put them together. So how long will it take you to... Designer :And all this? Temple : That's to lead the cattle in. They're happy to follow a curve 'cause they think they're going back - to where they came from. Designer : if you say so.		V				Temple gives relevant responses when a designer asks about her draft.
69/R/RNP	In a design officer	Temple : I do. So how long will it take you to do it? Designer : Well, I have two or three more before this. Temple : But I need it by tomorrow! (shouting) Designer : Everybody needs it tomorrow.				V		Temple makes a relevant response but the response is not too polite. She shouts to the designer because she wants her draft to be finished fast.
70/R/CR	In the slaughter	<i>(In Scottsdale cattle, in the slaughter field))</i>		V				Temple has greeting

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
	field of Scottsdale cattle	Man 5: This here is Red Harris Temple : Very nice to meet you, Mr Harris						expression when she meets someone firstly. This shows that she gives relevant response.
71/R/CR	In the slaughter field of Scottsdale cattle	Mr Harris : So, Temple, will you put some cattle through your dip while I'm here? Temple : Okay. Hey, open the gate!		V				Temple responds “Ok” when someone asks her to do something. It means that Temple gives a relevant response to his command.
72/R/CI	In Dr. Carlock’s house	<i>(in Dr. Carlock’s house, Temple is knocking the door)</i> Dr Carlock : Just a minute Temple : Cattle aren’t dangerous. And they ‘re predictable. Dr Carlock : Temple Temple : it’s not hard to design... Dr Carlock : what are you doing in California? Temple : but the cowboys would rather prod them and scare them. Dr Carlock : did you drive all night? Temple : I designed a dip vat at John River Feedlot based on the way cattle see and behave and the editor of Magazine said it was a masterpiece but the cowboys killed three cows in it. Three in five minutes because they wouldn’t follow my design. Dr. Carlock : Temple, would you like to sit down? Temple : I can't protect the cattle... Dr. Carlock : I'm just having a cup of tea. Temple : ...unless I design the whole system from the moment they enter to the moment they get slaughtered.	V					Temple speaks too fast and ignores Dr Carlock’s question. She gives an irrelevant response to his question.

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
73/R/CI	In Dr. Carlock’s house	Dr. Carlock : Are you talking about a slaughterhouse? Temple : Well, of course they're gonna get slaughtered. Do you think we'd have cattle if people didn't eat them every day? They'd just be funny-looking animals in zoos. No, we raise them for us. That means we owe them some respect. Nature is cruel, but we don't have to be. I wouldn't want to have my guts ripped out by a lion. I'd much rather die in a slaughterhouse if it was done right! Dr. Carlock : Well, it seems to me that you should be the one who's to design... Temple : We can easily do it in a way where they don't feel pain and they don't get scared. And their cortisol levels go through the roof! Okay. Dr. Carlock : Did you hear what I said, Temple? I think you're the one who should design the slaughterhouse.	V					Temple ignores Dr. Carlock’s utterances. She keep talking about what in her mind. She makes irrelevant responses.
74/R/CI	In the slaughter house of ABBOT	<i>(In ABBOT, a slaughter house)</i> Woman : can I help you? Temple : Hello, it’s verry nice to meet you. I’d like to tour your slaughterhouse. Woman : excuse me? Temple : Hello, it’s very nice to meet you. I’d like to tour your slaughterhouse. Woman : we don’t do tours, ma’am Temple : I designed a drip vat at John Wayne’s red river feedlot that the editor of Cattle Magazine .. Woman : security? Can I get security?	V					Temple changes the topic totally. She gives an irrelevant response.

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
75/R/MR	In Dr. Carlock’s funeral	<i>(In Dr Carlock’s funeral)</i> Temple : what are they doing? Eustacia : they are paying their respects. It’s a way of saying thank and goodbye. Temple : I said goodbye when I saw him. Eustacia : This is a final chance to say goodbye.					V	Temple gets misunderstanding about her mother’s words. She makes marginally relevant response. She does not understand about the importance of respects until her mother explains that it is a final chance.
76/R/CI	In Dr. Carlock’s funeral	Eustacia : are you all right? Temple : I’m leaving now. Eustacia : it is not over yet	V					Temple cannot reveal what she feels now. She does not reply her mother’s question when her mother asks about her feeling. She makes an irrelevant response.
77/R/RNP	In a shop	<i>(In a shop)</i> Betty : mom, that’s a pretty blouse. I hope you don’t mind me saying so. Some people think i’m forward but, if I like something I just come right out and just compliment them. It’s nice to get a compliment, don’t you think? Temple : Thank you. It’s very nice to meet you. I’m Temple Grandin Betty : well, it’s nice to see you too. I’m Betty.				V		When Betty compliments Temple’s blouse, Temple says “thank you”. It means that she gives a relevant response to Betty’s comment but her response is not polite. It is because she keeps looking at an automatic door and has lack of eye contact.
78/R/RNP	In a food shop	Betty : My pleasure. Are you a horsewoman? I mean, you know, your shirt?				V		Temple explains about Abbot slaughter house

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		Temple : Well, I like horses, but I work with cattle. I designed a dip that Cattle magazine called brilliant. Betty : Oh, my golly, my husband read about you. He works over at Abbot. Temple : Abbot slaughterhouse? Betty : Yeah. You heard of it? Temple : I wanna redesign it. I went there, but they wouldn't let me meet with them. But I have several ideas about how to make a new facility that will be much more humane and efficient. <i>(talk too fast and angrily)</i> Betty : Well, I guess you just have to meet my husband then. How wonderful that we bumped into each other.						angryly because she is prohibited to enter the slaughter house. She makes a relevant response to Betty but it is not polite. She should not be angry to Betty.
79/R/MR	In ABBOT slaughter house	<i>(in Abbot Slaughter House)</i> Mr Gilbert : This looks like an airport for cows. Other Men : <i>(laughing)</i> Temple : Thank you Mr Gilbert : I didn't mean that as a compliment					V	Temple assumes that Mr Gilbert is complementing her design. He says about an airport for cows because the area is too large for cows. Temple makes marginally relevant response until the man makes clarification that he does not make compliment.
80/R/RNP	In National Autism Convention	<i>(in National Autism Convention)</i> Speaker : It would be better if you could get her to sit calmly. Try to control her. But we were told self-stimming is good. It eventually calms them. Self-stimming is self comforting. Self stimulation ,				V		Temple interrupts when she attends a National Autism Convention. It shows that Temple makes

CODE	SETTING	UTTERANCE	KINDS OF RESPONSES					EXPLANATION
			CI	CR	CDI			
					OD	RNP	MR	
		rocking, spinning, rolling ... Temple : well, I think spinning is good and rolling too. Self-stimulation does seem to eventually calm the nervous system. It can be a way to compensate for not being held. And being held by another person is scary, but rolling or being held by surfaces produces the calming effect that ordinary children get from a hug.						RNP response.
81/R/CR	In National Autism Convention	Woman : how old’s your child? Temple : well, I dont have children Other participants : huuuuuuu (<i>making a noise</i>) Temple : I’m autistic.		V				Temple gives a relevant response by saying that she does not have any children.
TOTAL			24	23	2	18	14	
					34			
			81					

Appendix 2

Data Findings of the Features of Autistic Person Represented by Temple Grandin the Autistic Character in *Temple Grandin* Movie

01 : Datum Number

F : Features

IDR : Inability to Develop Relationship

NC : Non-Communicative use of spoken language

DE : Delayed Echolalia

PR : Pronominal Reversal

RSP : Repetitive and Stereotyped Play

MS : Maintenance of Sameness

GRM : Good Rote Memory

CODE	SETTING	UTTERANCE	THE FEATURES OF AUTISTIC PERSON							EXPLANATION
			IDR	NC	DE	PR	RSP	MS	GRM	
01/F/IDR	At the airport of Arizona	(Arizona 1966, Ms Ann picks Temple up at the airport. Temple's plane just lands at the airport. She gets down from the plane and her aunt, MsAnn, has waited) Ms Ann : Temple! Sandy, over here! (Invite Sandy to get closer with Temple) Temple : Do people live here? (Temple is unusual to many people who are in the airport)	V							Temple asks Aunt Ann about people who are fetching their family at the airport. Temple assumes that they live at the airport because there are so many people there. She shows a problem in her inability to develop relationship because she has problem in interaction with many people.
02/F/DE	In Ms Ann's car	(Temple and Ms Ann are in a car. They go to Ms Ann's home) Temple : The wolf is growling and the man with shoutgun says to Illya			V					Temple tells about a film entitled "The Man from U.N.C.L.E to Ms Ann. She repeats a sentence that is

CODE	SETTING	UTTERANCE	THE FEATURES OF AUTISTIC PERSON							EXPLANATION
			IDR	NC	DE	PR	RSP	MS	GRM	
		Kuryakin, “would you like for me to open the gate?” Ms Ann : I’m sorry, Temple, you lost me								said by an actor in that film. She shows delayed echolalia.
03/F/DE	In Ms Ann’s car	<i>(Temple is still in MsAnn’s car)</i> T emple : “the man from U.N.C.L.E.” “the gazebo in the maze”. The wolf is growling and the man with shoutgun says to Illya Kuryakin, “would you like for me to open the gate?” “would you like for me to open the gate?” MsAnn : you okay?			V					Temple still repeats the sentence that is in the film “The Man from U.N.C.L.E. She experiences delayed echolalia.
04/F/DE	In Ms Ann’s car	<i>(Temple is still in MsAnn’s car)</i> Temple : “Would you like for me to open the gate”. “Would you like for me to open the gate”			V					Temple still repeats a sentence that an actor says in a film “The Man from U.N.C.L.E
05/F/IDR	In Ms Ann’s yard	<i>(Temple and Ms Ann just have arrived in Ann’s home. They meet Mr. Mike and Billy)</i> Ms Ann : Say hi to your Uncle Mike. Mr. Mike : Hi Temple(<i>shaking hand</i>) Temple : ... (just silent) Mr. Mike : I just been telling Billy here all about our summer visitor. Temple : Are you a cowboy? (<i>looking a man who wears clothes like a cowboy</i>)	V							Temple ignores her aunt to greet uncle Mike. It can be said that she is unable to develop relationship with others. Temple is supposed to be able to give greeting when she meets someone firstly.
06/F/MS	In Ms Ann’s dining room	<i>(In Ann’s home, in the diningroom, Temple and Uncle Mike is sitting and talking about college)</i>						V		Temple says that she can not eat the food that is eaten by her uncle. This

CODE	SETTING	UTTERANCE	THE FEATURES OF AUTISTIC PERSON							EXPLANATION
			IDR	NC	DE	PR	RSP	MS	GRM	
		Mr Mike : so you excited about college? That's something (Ms Ann gives some food) Mr Mike : thank you Temple : I can't eat that. I have colitis. I get it from nervousness. I eat pudding and jell-o. Ms Ann : I know. Your mom said. <i>(Ms Ann gives Jell-O for Temple).</i>								shows that Temple maintain sameness.
07/F/GRM	In Ms Ann's kitchen	<i>(In Ann's home, in the kitchen, Temple and Ms Ann is washing some plates and spoons)</i> Ms Ann : The desert spoons and teaspoons go in different sections Temple : I did that Ms Ann : your uncle can't tell them apart and sometimes I can't either Temple : They are different (<i>Temple is visualizing the size of both desert and teaspoon</i>)							V	Temple shows that she has good rote memory especially for vision. She can differentiate the size of desert spoon and teaspoon. However, the size is almost the same. Even, Mr and Ms Mike cannot do that.
08/F/IDR	In Temple's bedroom	<i>(In Ann's home, In the Temple's bedroom)</i> Ms Ann : so good night <i>(Ms Ann wants to hug Temple. She gets closer to Temple)</i> Temple : I don't want you to do that <i>(Temple keeps away from Ms Ann and pretends to sleep)</i> Ms Ann : I'm sorry. I forgot. No hugs	V							Temple's words can show that she has problem in developing relationship to others. She does not want other people to touch her even hug.
09/F/NC	In Ms Ann's horse stable	<i>(Ms Ann is accompanying Temple who is making the gate)</i> Ms Ann : What don't you understand?		V						Temple does not give adequate words. She says too much words but Ms

CODE	SETTING	UTTERANCE	THE FEATURES OF AUTISTIC PERSON							EXPLANATION
			IDR	NC	DE	PR	RSP	MS	GRM	
		<p>Temple : Girls get all goofy over boys. They talk about silly pop groups and clothes and say things like, "Why are you so grumpy?" when I'm happy. And I say, "I'm happy." And they say, "Well, you don't know what they're talking about.</p> <p>Ms Ann : What do you look like when you're happy?</p>								Ann can not catch the point.
10/F/MS	In Temple's bedroom	<p>(<i>Maria is cleaning Temple's room. When Ms Ann gets her to help, Maria closes the door hardly until "Temple's room" is fallen. Then, Temple wants to go into her room. Temple looks that there is no "Temple's room" so she runs out and cries</i>)</p> <p>Ms Ann : Temple! Temple!</p> <p>Temple : Close it on me. (<i>Temple is in cow's machine</i>)</p> <p>Ms Ann : Temple, let's get you out of...</p> <p>Temple : Close it on me!</p> <p>Ms Ann : Don't be silly!</p> <p>Temple : Please! (screaming and crying).</p>						V		After knowing that Temple's room is not the same like usual, Temple cries and then, she is angry. It shows that Temple always maintains the sameness. When there are any changes from her routine activities, she gets upset.
11/F/DE	In Temple's French class	<p>Lecturer I : <i>Avez-vous lu la page, Mile Grandin (Speaking French)</i></p> <p>Temple : No. I don't want to study French. I want to learn science.</p> <p>Other students : (<i>laughing</i>)</p> <p>Lecturer I : Read the page, please.</p> <p>Temple : Read it.</p>			V					Temple repeats the word "Read" after her lecturer just said it.

CODE	SETTING	UTTERANCE	THE FEATURES OF AUTISTIC PERSON							EXPLANATION
			IDR	NC	DE	PR	RSP	MS	GRM	
12/F/GRM	In Temple's French class	<i>(In Temple's French class)</i> <i>(Bell's ringing)</i> Leturer I : And what did it say? <i>(Come close to Temple)</i> Temple : Jean-Paul Sartre nait le 21 juin 1905, a Paris, fils unique, il vient d'une famille bourgeoise. Son pere est polytechni <i>(Temple speaks French without reading a book)</i> Lecturer I : You... You learned it? Temple : I just looked at it. Then I have the page in my mind and can read off the page. I see pictures and connect them.							V	Temple can say anything from French book without reading it. Temple has visualized the text on her mind.
13/F/MS	In a canteen, at Franklin Pierce College	<i>(in a canteen of Temple's college, Temple wants to eat Jell-o)</i> Temple : I only eat jell-o and yoghurt I only ... only eat jell-o and yoghurt.						V		Temple has routine activities that she has to eat Jell-o and youghurt. She does not eat another food. This shows that she always maintain the sameness.
14/F/DE	In Temple's bedroom, at Franklin Pierce college	<i>(In Temple's bedroom, at night)</i> Temple : 23 hours . 59 minutes and four, three, two, one, zero hours, Mr Solo! <i>(look at a watch and go down to the garbage-can)</i>			V					Temple repeats words that happen in the American televison series, The Man from U.N.C.L.E
15/F/RSP	In the office of Franklin Pierce college	<i>(In the office room of Franklin Pierce college, Ms Ann explains to Temple's lecture about squeeze machine)</i>					V			Temple shows repetitive and stereotyped play because she is playing with

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			IDR	NC	DE	PR	RSP	MS	GRM	
		Ms Ann : Listen to what she's saying. She wants to do her own science experiment, something you can evaluate in her psychology course. Temple : I have a pen and a clipboard. <i>(playing a pen, Temple makes a sound from the pen like a sound of clock.)</i>								her pen like her teacher does.
16/F/IDR	In the office room of Hampshire boarding school	<i>(in the Hampshire boarding school)</i> Man 3 : Please, here, take this. I'll take these. Welcome. Excuse the mess. We just had a staff meeting. Good. They're here. Temple Grandin, I would like you to meet Mr. Hodges. He is our mathematics teacher. Temple : ... (just silent) Eustacia : Temple, come here.	V							Temple has inability to develop relationship. It is proven when Temple has difficulty to greet someone at first time. She is just silent when the man introduces some teachers to her until her mother calls Temple.
17/F/IDR	In the office room of Hampshire boarding school	Dr Carlock : Hi, I am Dr Carlock. I teach Science Temple : are you a scientist? Eustacia : Temple	V							Temple has problem to build relationship with others. Temple should reply Dr Carlock's greeting first like saying "Hello".
18/F/GRM	In the office room of Hampshire boarding school	Temple : Hello, I'm Temple, it's very nice to meet you. Are you a scientist? Dr. Carlock : I used to work for NASA. Eustacia : Temple's very interested in science. Temple : I'd like to meet Belka and Strelka. They're the first dogs to come back							V	Temple can give detail information about Sputnik 5. She can mention date, month, and year on a name of space flight.

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			IDR	NC	DE	PR	RSP	MS	GRM	
		from space alive. Dr. Carlock : That's right. Temple and Dr. Carlock : In Sputnik 5, August 20th, 1960								
19/F/IDR	In the school yard of Hampshire boarding school	<i>(in the school yard of Hampshire boarding school, Eustacia says goodbye to Temple before going home)</i> Eustacia : You watch. You'll make friends and you 're gonna ride horses Eustacia : Oke? Temple : oke. (Temple refuses her mother's hug)	V							Temple rejects her mother's hug when her mother will leave her. It shows that Temple has inability to develop relationship with her mother.
20/F/PR	In the horse stable of Hampshire boarding school	<i>(in the horse stable of boarding school, Temple sees Chestnut dies)</i> Dr. Carlock : Temple? Temple : Where do they go? <i>(look at a dead horse)</i> Dr.Carlock : I don't know. Heaven, maybe. Somewhere. Temple, when animals and people die, they stay with us in our minds. We can still see them. So I think it would be best not to remember Chestnut like this. Okay?				V				Temple is not correct in using pronoun "they" to replace a dead horse, Chestnut. She should use pronoun "it".
21/F/NC ^A 22/F/GRM ^B	In the horse stable of Hampshire	Dr. Carlock : Temple? Temple : Where do they go? <i>(look at a dead</i>		V^A					V^B	A. Temple gives the information more

CODE	SETTING	UTTERANCE	THE FEATURES OF AUTISTIC PERSON							EXPLANATION
			IDR	NC	DE	PR	RSP	MS	GRM	
	boarding school	<i>horse)</i> Dr.Carlock : I don't know. Heaven, maybe. Somewhere. Temple, when animals and people die, they stay with us in our minds. We can still see them. So I think it would be best not to remember Chestnut like this. Okay? Temple : I see it the day I arrived. I see grooming Chestnut. I see a picture of a horse just like Chestnut in a book. We passed a Chestnut horse on route 199 near a feed store. On a calendar at Aunt Ann's. There was one in Life magazine opposite the page of Mr Kennedy.								detailed but the information is not appropriate to the topic that is being talked. B. The detailed information also shows that Temple can remember everything in her mind. It shows that she has a good rote memory.
23/F/GRM	In the horse stable of Hampshire boarding school	Dr Carlock : can you bring everything? You've seen to your mind? Temple : sure Dr Carlock : even if it were an everyday object like shoes? Temple : I see all the shoes I've worn, my mother's and other people I've met. You have three pairs, one needs a new heel. I see the newspaper ads, TV ads, and ... Can't you?							V	Temple has a good rote memory. She can visualize everything from her mind. She still remembers about shoes that she has ever seen
24/F/IDR	In the office room of Franklin Pierce college	<i>(In Franklin Pierce College, In the office room, Temple is talking about her research of squeeze machine)</i> Lecturer III : Miss Grandin? Temple : (Temple enters the room without permission first) First off, I talked to my old	V							When Temple enters her lecturer's room without permission, she shows that she has problem in developing relationship to other people. She should

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			IDR	NC	DE	PR	RSP	MS	GRM	
		teacher Dr. Carlock. And he said I should stress that it wasn't that I hadn't done the work, because I had, but I'd collected way too much data and backed it up with far too many citations, that I needed extra time just to make it coherent. But if you look at these results, you'll see that it's not just me, but in fact, a majority of people who become calmer when using my machine. And that really makes a clear case for me keeping it. And I should get a good grade. <i>(talk to fast)</i>								knock the door first and make permission.
25/F/NC	In the office room of Franklin Pierce college	Lecturer : Miss Grandin? Temple : First off, I talked to my old teacher Dr Carlock. He said I should stress that it wasn't that I hadn't done the work because I had, but I'd collected way too much data and backed it up with far too many citations, that I needed extra time to make it coherent. Look at these result, You'll see that it's not just me, but a majority of people who became calmer when using my machine. And that really makes a clear case for me keeping it. And I should get a good grade.		V						Temple experiences non-communicative of spoken language. She gives many detailed informations but those informations are not appropriate to her lecturer's greeting.
26/F/IDR	In Temple's bedroom, at Franklin Pierce college	<i>(In Temple's bedroom of college dormitory)</i> Temple : That's my squeeze machine? Do I have to move it? Alice : No. But don't ever move it and then I'll always know where it is.	V							Temple invites Alice, a blind woman, to watch a film "The Man from U.N.C.L.E. When Alice is invited by Temple, she is

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			IDR	NC	DE	PR	RSP	MS	GRM	
		Temple : Okay. It's almost time for The Man from U.N.C.L.E. They play it in the rec room. Do you want to watch The Man from U.N.C.L.E.? Alice : (<i>silent</i>) Temple : Oh You can't watch The Man from U.N.C.L.E. Alice : I do. I'd love to watch it. Will you show me where it is?								just silent until Temple says that she can't watch the movie. It shows that Temple having IDR because she has problems to deliver her sympathy .
27/F/MS	In a shop	(<i>In a shop, Temple wants to buy some food</i>) Temple : Do you have another entrance? Shop keeper 1: Pardon? Temple : Do you have another entrance? Shop keeper 1 : No, ma'am. (<i>Temple does not enter to the shop she goes to another shop that does not have automatic door</i>)						V		Temple has the same habit that she does not want to enter automatic door.
28/F/MS	In a shop	(<i>in a shop</i>) Temple : Do you have any Jell-o or yoghurt? Shopkeeper : in the cooler. Right behind you, darling.						V		Temple always eats Jell-o and yoghurt. She does not eat another food. It shows that she maintain the sameness.
29/F/IDR ^A 30/F/NC ^B	in Scottsdale cattle, in a cow shed	(<i>in Scottsdale cattle, in a cow shed, Temple is observing some cows</i>) Man : You gotta remember to drink out here Temple : ^A Well, I have data on things that make em balk. Shadows, reflections on water, chain glinting in the sun.	V ^A	V ^B						A. Temple does not give greeting when someone is coming. She shows that she has inability to develop relationship to other

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			IDR	NC	DE	PR	RSP	MS	GRM	
		Man : is that right? Temple : ^B They won't walk in shaded areas. They must see where they're sign. I've lots of important information, I need Mr Michaels to sign off on it.								people. B. Temple has inability in communicative use of spoken language. She just wants to get Mr Michaels in signing her research but she talks to much to the man.
31/F/DE	In the auction of cows	<i>(in the auction of cows)</i> Temple : excuse me ... <i>(a man in the auctions ignores her and goes out)</i> Temple : it's all doors to new worlds			V					Temple repeats a sentence that is said by Dr Carlock to her.
32/F/NC	In Bronxville, New York	<i>(In Bronxville, New York, at Christmas in a family gathering)</i> Temple : I published two articles in the Arizona Farmer-Ranchman. Scott : The Arizona... Temple : The Arizona Farmer-Ranchman (interrupt). One was on good moos and bad moos. The other was on head restraints in cattle chutes and killing pens. They're really badly designed. Just terrible systems Just... Scott's mom : It's lovely to see you, Temple.		V						Temple cannot build the communication well to the others. She gives more detailed information but the interlocutors cannot understand what she is saying. They choose for leaving her because they are confused. She shows non-communicative use of spoken language.
33/F/IDR	In the slaughter field of Scottsdale cattle	<i>(In Scottsdale cattle, in the slaughter field)</i> Harris : I don't usually tell people what I'm gonna write, but Miss Grandin this is a masterpiece.	V							When someone will hug Temple, she does not want to be touched. Eventhough, he just want

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			IDR	NC	DE	PR	RSP	MS	GRM	
		Man : Hey! (<i>touching Temple's shoulder</i>) Temple : I don't want you to do that Man 5: I'm sorry then, Temple.								to show his admiration to her work.
34/F/IDR	In Dr. Carlock's house	(<i>in Dr. Carlock's house, Temple is knocking the door</i>) Dr Carlock : Just a minute Temple : Cattle aren't dangerous. And they 're predictable. Dr Carlock : Temple Temple : it's not hard to design... Dr Carlock : what are you doing in California? Temple : but the cowboys would rather prod them and scare them. Dr Carlock : did you drive all night? Temple : I designed a dip vat at John River Feedlot based on the way cattle see and behave and the editor of Magazine said it was a masterpiece but the cowboys killed three cows in it. Three in five minutes because they wouldn't follow my design.	V							Temple does not give greeting to Dr. Carlock first. She directly speaks what she wants. It shows that she experiences IDR.
35/F/NC	In Dr. Carlock's house	Dr. Carlock : Are you talking about a slaughterhouse? Temple : Well, of course they're gonna get slaughtered. Do you think we'd have cattle if people didn't eat them every day? They'd just be funny-looking animals in zoos. No, we raise them for us. That means we owe them some respect. Nature		V						Temple experiences NC when she gives more detailed information about slaughterhouse. She does not give adequate words to explain about her problems in the slaughterhouse.

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			IDR	NC	DE	PR	RSP	MS	GRM	
		<p>is cruel, but we don't have to be. I wouldn't want to have my guts ripped out by a lion. I'd much rather die in a slaughterhouse if it was done right!</p> <p>Dr. Carlock : Well, it seems to me that you should be the one who's to design...</p> <p>Temple : We can easily do it in a way where they don't feel pain and they don't get scared. And their cortisol levels go through the roof! Okay.</p> <p>Dr. Carlock : Did you hear what I said,</p> <p>Temple? I think you're the one who should design the slaughterhouse.</p>								
36/F/NC	In ABBOT slaughter house	<p>(In ABBOT, slaughter house)</p> <p>Temple : Hello, it's very nice to meet you. I'd like to tour your slaughterhouse.</p> <p>Slaughter clerk : Excuse me?</p> <p>Temple : Hello, it's very nice to meet you. I'd like to tour your slaughterhouse.</p> <p>Slaughter clerk : We don't do tours, ma'am.</p> <p>Temple : I designed a dip vat at John Wayne's Red River Feedlot that the editor of Cattle magazine said was a masterpiece...</p> <p>Slaughter clerk : Security? Can I get security to the front office? (<i>calling</i>)</p>		V						Temple says something that another person does not understand about what she is talking. She gives more detail information but the information is not appropriate to the topic of conversation. This shows that temple makes non-communicative use of spoken language.
37/F/PR	In Dr. Carlock's funeral	Eustacia : Temple. Temple. Are you all right?				V				Temple uses the word "they" to refer to Dr.

APPENDIX 3**SURAT PERNYATAAN**

Yang bertanda tangan di bawah ini, saya:

Nama : Ferri Dwi Agustina

Pekerjaan : Mahasiswa

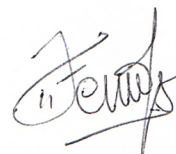
NIM : 09211144030

dengan ini menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa yang bersangkutan dalam penelitian dengan judul “A Psycholinguistic Analysis of An Autistic Person’s Language in *Temple Grandin* Movie”

Demikian surat pernyataan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Yogyakarta, 09 April 2014

Yang membuat pernyataan



Ferri Dwi Agustina

APPENDIX 3**SURAT PERNYATAAN**

Yang bertanda tangan di bawah ini, saya:

Nama : Kristina Tri Wahyuni

Pekerjaan : Mahasiswa

NIM : 09211144026

dengan ini menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa yang bersangkutan dalam penelitian dengan judul “A Psycholinguistic Analysis of An Autistic Person’s Language in *Temple Grandin* Movie”

Demikian surat pernyataan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Yogyakarta, 09 April 2014

Yang membuat pernyataan



Kristina Tri Wahyuni